

Inspection of Iveshead School

Forest Street, Shepshed, Loughborough, Leicestershire LE12 9DB

Inspection dates:	24 and 25 September 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Judith Johnson. This school is part of Mowbray Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer, Carl Elder, and overseen by a board of trustees, chaired by Anne Frost.

What is it like to attend this school?

Iveshead School is an inclusive school where pupils feel welcome. The school has high expectations of what pupils can achieve. Many pupils enjoy learning at this school. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils feel safe in school. They know they have staff to talk to if they are worried. Most pupils are confident that staff would resolve any bullying issues if they did occur. Pupils spoke highly of the support that they get from pastoral staff. Pupils with SEND who attend the two specially resourced provisions enjoy being part of the school. They are well supported and cared for by staff.

The school is calm and orderly. Pupils behave sensibly in lessons and at unstructured times. They are polite and well-mannered. They treat each other, and staff, respectfully. In lessons, most pupils demonstrate positive attitudes to learning.

The school provides a range of opportunities for pupils to develop their talents and interests. For example, pupils enjoy participating in enrichment clubs such as chess, football, dodgeball, badminton and mindfulness club. Pupils also enjoy taking part in the annual school show.

What does the school do well and what does it need to do better?

There is an ambitious and well-designed curriculum in place for pupils. The English Baccalaureate is at the heart of the school's curriculum. This means that pupils continue studying a modern foreign language in key stage 4. The range of subjects that pupils study reduces in Year 9 when they begin to study their key stage 4 courses. The school is currently adapting its curriculum so that throughout Years 7 to 9 pupils will study a broad range of subjects. Students in the sixth form benefit from a curriculum that meets their needs.

The school has set out the order in which pupils should learn new topics. This helps most teachers to deliver the curriculum well. Most pupils produce high-quality work and progress well through the curriculum. Teachers have secure subject knowledge. They present new information clearly. Some teachers do not check pupils' understanding carefully enough. This means that, at times, gaps or misconceptions in pupils' learning are not identified or addressed. As a result, some pupils do not learn as well as they could in some subjects. However, in the sixth form teachers skilfully question students to identify any misconceptions. They provide effective feedback so that students can build on prior learning.

The school quickly identifies pupils who need support to become confident and fluent readers. Staff use assessment strategies well to ensure that these pupils get the right level of support. This support helps these pupils to improve their reading skills.

The school accurately identifies any additional needs that pupils may have, including for pupils with SEND. Teachers get clear information about how they can meet these needs. Most staff use this information well to support these pupils. Pupils who attend the specially resourced provisions benefit from an ambitious curriculum that meets their needs. In lessons, teaching assistants support pupils well so that they can learn with increasing independence. This enables these pupils to progress well from their starting points.

The school has high expectations of how pupils should behave. Most pupils understand and meet these expectations. Students in the sixth form have positive attitudes to learning and work well in lessons. Many pupils enjoy receiving rewards for behaving well. The school supports pupils who need to improve their attendance and punctuality effectively. Pupils are punctual to school and attend well.

The school caters well for pupils' personal development. For example, pupils learn about healthy lifestyles, online safety and the dangers of substance abuse. Pupils know to treat others who may differ from themselves with respect. However, some teachers do not always deliver the curriculum in personal, social, health and economic (PSHE) education effectively. This means some pupils have gaps in their knowledge of some important elements of this programme. For example, some pupils do not have a secure understanding of equality and the fundamental British values. This means that some pupils are not as well prepared for life in modern Britain as they could be. The school's programme for careers information, advice and guidance is of a high quality. Students in the sixth form learn about a range of careers, apprenticeships and university courses. Pupils are well prepared for their next steps.

The school and the trust are determined to continue to improve the school. The trust and those responsible for governance provide effective support and challenge. However, the school has not ensured that all leaders have the knowledge and skills they need to carry out their roles effectively. As a result, the school does not always have a precise enough understanding of what is working well and what still needs to improve.

Most staff are proud to work at the school and feel well supported. Staff benefit from training that helps them to improve how they teach the curriculum. The school engages well with parents through the parent forum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not check pupils' understanding well enough. This means that, at times, pupils develop gaps in their learning. As a result, some pupils do not learn as

well as they could. The school should ensure that teachers systematically check pupils' understanding so that any misconceptions can be addressed effectively.

- Some staff do not teach some parts of the PSHE curriculum effectively. As a result, some pupils are not as well prepared for life in modern Britain as they should be. The school should ensure that staff receive the guidance and support that they need to deliver the PSHE curriculum just as effectively as other subjects.
- The school has not ensured that all leaders have the knowledge and skills they need to carry out their roles effectively. As a result, the school does not always have a precise enough understanding of what is working well and what still needs to improve. The school should ensure that leaders have the knowledge and skills they need to carry out their roles effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149271
Local authority	Leicestershire
Inspection number	10360892
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1010
Of which, number on roll in the sixth form	77
Appropriate authority	Board of trustees
Chair of trust	Anne Frost
CEO of the trust	Carl Elder (interim CEO)
Headteacher	Judith Johnson
Website	www.ivesheadschoo.org
Dates of previous inspection	Not previously inspected

Information about this school

- Iveshead School joined the Mowbray Education Trust in December 2022. When its predecessor school, Iveshead School, was last inspected by Ofsted, it was judged as requires improvement overall.
- The headteacher was appointed in April 2023.
- The school has two specially resourced provisions for pupils with SEND. One provision caters for pupils with a diagnosis of autism spectrum disorder. The other provision caters for pupils with social, emotional and mental health needs. All pupils who attend these provisions have an education, health and care plan. There are 23 pupils who attend these provisions.

- The school uses eight unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with the headteacher and other senior leaders. The lead inspector also met with the interim CEO of the trust and other trust leaders.
- The lead inspector met with a trustee and a member of the local governing body.
- Inspectors carried out deep dives in these subjects: mathematics, art and design, modern foreign languages and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited registration sessions.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND. Inspectors spoke with pupils at break and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff questionnaire. There were no responses to Ofsted's pupil questionnaire.
- Inspectors observed pupils' behaviour at break and lunchtimes.

Inspection team

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