

Inspection of Judgemeanow Community College

Marydene Drive, Evington, Leicester LE5 6HP

Inspection dates: 4 and 5 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005.

What is it like to attend this school?

Judgemeadow Community College is a school that celebrates cultural diversity. Pupils learn about people of different cultures and faiths. The school has an effective personal development curriculum. Pupils receive weekly lessons connected to being safe and understanding the world around them.

Older pupils talk about the journey of Judgemeadow and the improvements they have seen. The majority of pupils talk about feeling safe in school. They know who to talk to in school if they have any concerns or worries. There is strong pastoral support at the college, and pupils foster good relationships with their form tutors.

Staff at Judgemeadow have high expectations of all pupils. Leaders want pupils to succeed academically and socially. Pupils are enthusiastic about the merit system and are proud of their achievements.

Teachers encourage pupils to be 'upstanders'. Most pupils feel that bullying is dealt with effectively. Low-level disruption in lessons is rare. There are systems in place to prevent low-level disruption affecting learning.

Some pupils with special educational needs and/or disabilities (SEND) are not always as well supported in lessons as their peers.

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

Leaders and teachers provide a wide range of opportunities to develop pupils' personal development. Leaders are sensitive to the views held within local communities. They communicate with parents about the delivery of some areas of the curriculum. The school has its own podcast to support communication with parents. The 'Friends of Judgemeadow group' further promotes this engagement with the community.

Leaders and teachers prioritise reading. There is a system in place to support weaker and early readers. Leaders track pupils' progress in reading. They take appropriate action to support weaker readers. Pupils have access to a well-resourced library.

Leaders take the school's context into account when designing the curriculum. The curriculum supports pupils' wider development and provides them with a range of enrichment opportunities. This supports pupils' holistic development. At key stage 3, pupils do not study some subjects in sufficient breadth and depth. Most pupils take GCSE qualifications in a range of subjects, including both a language and a humanities subject.

Leaders have established clear expectations of lesson routines. Teachers follow these routines to support pupils' learning. Pupils complete retrieval exercises at the start of lessons and are able to recall previous learning. Teachers have strong

subject expertise. Teachers use questioning effectively to check and extend pupils' learning.

Leaders have recently adapted the behaviour system. This has had a positive impact on behaviour in lessons. However, some pupils feel that teachers do not always consistently apply this system. There is an effective rewards system in the school and pupils value being able to achieve badges and merits for their achievements.

Pupils have access to a wide range of information connected to careers. They receive guidance and advice about their next steps. Pupils are well prepared for their next stage of education, employment or training.

Some pupils who struggle to access all areas of the curriculum attend sessions in the school's 'ACE' provision. This provides pupils with emotional and social support to enable them to access all areas of the curriculum. Additional support is also given to pupils who need extra guidance with their numeracy and literacy. This is not always delivered effectively. There is a desire for all pupils with SEND to access the full curriculum. Teachers do not always receive appropriate guidance and strategies to ensure that pupils with SEND are well supported.

Most pupils attend school well. However, the attendance of some groups of pupils is too low. This means that some pupils are missing out on their learning.

The majority of staff at the school feel that leaders are considerate of their workload and well-being. Staff talk about feeling proud to work at Judgemeanow. The governing body and trustees support and challenge leaders in ensuring the best possible outcomes for pupils.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of care at Judgemeanow. Pupils know that they can go to an adult in school if they have any worries. Safeguarding leaders take swift action when concerns are raised. They work with a range of other agencies, including the police and social care, to support pupils and their families.

Staff receive appropriate safeguarding training and are aware of their duties in relation to reporting any concerns that they have.

The curriculum supports pupils in understanding how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school regularly. They miss out on learning. Leaders

must ensure that all pupils receive support to attend school regularly.

- Teachers do not always make appropriate adaptations to support some pupils with SEND. Therefore, some pupils with SEND are not always able to access the curriculum to the same extent as their peers. Leaders must ensure that teachers are given clear guidance and strategies to support all pupils who may need additional support.
- A small number of pupils are withdrawn from some parts of the curriculum to receive extra numeracy and literacy support. The quality of this extra support is not always good enough. Leaders must ensure that the quality of the extra support these pupils receive is planned and delivered effectively.
- Not all pupils study all subjects throughout key stage 3. Some pupils do not study some subjects in enough depth. Leaders are beginning to address this in some subjects. Leaders should ensure that all pupils study all subjects in sufficient breadth and depth throughout key stage 3.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145558
Local authority	Leicester
Inspection number	10241315
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1197
Appropriate authority	Board of trustees
Chair of trust	Kath Kelly
Headteacher	Jason Smith
Website	www.judgemeadow.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is a member of the Lionheart Educational Trust.
- The school uses one registered alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders, other leaders, staff and pupils
- The lead inspector held a meeting with trustees and members of the local governing body. She also met with leaders from the Lionheart Educational Trust.

- Inspectors scrutinised a range of documents, including those relating to safeguarding, behaviour and attendance.
- Inspectors carried out deep dives in mathematics, history, English, modern foreign languages and design and technology. As part of the deep dives, inspectors visited lessons, spoke with curriculum leaders, reviewed curriculum plans and reviewed pupils' work. They also spoke with pupils and teachers.
- Inspectors observed pupils at various times of the school day, including at breaktime and lunchtime.
- Inspectors considered the views of pupils, parents and staff through discussions during the inspection and the Ofsted surveys.

Inspection team

Roxanne Fearn-Davies, lead inspector	His Majesty's Inspector
Claire Shepherd	Ofsted Inspector
Gill Martin	Ofsted Inspector
Rachel Tordoff	His Majesty's Inspector
Deborah Mosley	His Majesty's Inspector

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