

Inspection of Humphrey Perkins School

Cotes Road, Barrow-upon-Soar, Loughborough, Leicestershire LE12 8JU

Inspection dates: 8 and 9 April 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

The associate principal of this school is Della Bartram. This school is part of Lionheart Educational Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Kath Kelly, and overseen by a board of trustees, chaired by Byron Chatburn. There is also an executive principal, Jennifer Piper-Gale, who is responsible for this school and one other. The executive principal is also the deputy CEO of the trust.

What is it like to attend this school?

Humphrey Perkins School has high expectations of what all pupils will achieve. It provides a challenging curriculum that is designed well to meet pupils' aspirations. A large proportion of pupils study the English Baccalaureate subjects at GCSE. The school has implemented changes to the curriculum structure, teaching and learning. As a result, pupils receive an effective quality of education.

Typically, pupils enjoy their learning and have positive attitudes towards school. The school has recently raised its expectations of pupils' conduct. Most pupils now live up to these. They follow routines well and typically behave well in lessons. Low-level disruption is not tolerated. As a result, the school has a calm and orderly atmosphere. Pupils are safe. They enjoy social times together and work collaboratively in lessons.

The school provides numerous opportunities for pupils to enjoy new experiences. These include visits to Poland, Austria and Iceland, mentoring younger pupils and undertaking the Duke of Edinburgh's Award. Pupils are enthused by the opportunities provided by the performing arts events in the school and beyond. For example, the annual school musical, including British Sign Language interpreted performances, and orchestral performances at the Royal Birmingham Conservatoire. Through these activities, pupils develop confidence.

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

Pupils' positive pastoral experience is not matched by their academic outcomes in 2024. The school has introduced a range of strategies to improve the quality of teaching across the school. These initiatives are having a positive impact. For example, new approaches to checking pupils' understanding in their written work are helping teachers to identify and fill gaps in knowledge. Many pupils are now achieving well. These improvements have not been in place for long enough to be reflected in the published data.

The school, alongside the trust, has put in place an ambitious curriculum for pupils to study. What pupils will learn in each subject has been carefully considered. Topics build clearly upon one another. Teachers present new ideas clearly and choose teaching activities that engage pupils in their learning. Staff regularly recap on previous knowledge. This helps some pupils to remember more of what they have been taught. Most of the time, teachers check learning carefully and adapt activities so that all pupils have a secure understanding before they move on. However, this is sometimes not the case. As a result, on occasions, suitable adjustments to lessons are not made for pupils.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Information about the needs of pupils with SEND is shared with teachers and used to ensure that learning in lessons is adapted appropriately.

Reading is a priority for the school. Weaker readers benefit from targeted support. This helps them to develop fluency and gain confidence. Pupils read challenging and interesting texts from the 'Lionheart Canon' in form time. This helps to develop their love of reading and appreciation of different cultures.

There are warm relationships between pupils and staff. Clear routines help to ensure that the school is orderly. Classrooms are typically calm, and learning is purposeful. However, some pupils and staff told inspectors that some staff have differing expectations and do not apply the behaviour policy consistently.

The school's personal, social, health education (PSHE) offer is designed carefully. Pupils learn about important issues, such as healthy relationships and online safety. However, the programme to support pupils' personal development is not consistently embedded. Some pupils' understanding of fundamental British values is not strong enough. A few pupils do not show consistent respect for their peers. Pupils enjoy a wide range of activities to nurture their talents and interests, including 'Lionheart Speaks', 'Lionheart Games' and 'Lionheart Battle of the Bands'.

The school's careers programme helps pupils to make informed decisions about their next steps. Pupils benefit from independent careers advice and guidance, as well as work experience. Pupils value visits to local universities. For example, pupils take part in sustainability workshops at Leicester University. These activities inform and inspire pupils to consider a wide range of jobs and the opportunities for the next steps in their education.

The trust and the school are united in their commitment to the quality of education that pupils receive. They have used professional development to make improvements to the quality of the delivery of the curriculum. The school has acted with sufficient urgency to improve educational standards and strengthen the oversight of key aspects of the school's work. Staff appreciate the school's concern for their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most of the time, the school checks pupils' learning carefully and adapts activities accordingly, so that all pupils have a secure understanding before they move on. However, this is sometimes not the case. As a result, on occasion, suitable adjustments to lessons are not made for pupils. This means gaps in pupils' knowledge and understanding persist. The school should ensure that staff respond effectively to what pupils do and do not know in lessons and adapt their teaching and future planning to address these gaps.
- The programme to support pupils' personal development is not consistently embedded. Pupils' understanding of certain aspects such as the fundamental British values is not secure. A few pupils do not show consistent respect for their peers. The school should

take further action to enhance this aspect of their wider curriculum to further develop a respectful culture across school.

- A few temporary staff do not routinely deliver the school's expectations in relation to pupils' behaviour. This results in learning being disrupted during some lessons. The school should ensure that staff understand how to secure the highest standards of behaviour and implement the agreed policies consistently well.

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	137799
Local authority	Leicestershire
Inspection number	10379569
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	847
Appropriate authority	Board of trustees
Chair of trust	Byron Chatburn
CEO of the trust	Kath Kelly
Principal	Jennifer Piper-Gale (executive principal and deputy CEO) Della Bartram (associate principal)
Website	www.humphreyperkins.org.uk
Dates of previous inspection	10 and 11 March 2020, under section 5 of the Education Act 2005

Information about this school

- There have been changes in leadership since the last inspection. The vice principal started in their post in September 2021. The executive principal took up her role in this school in September 2024. She is also the deputy CEO of the trust. Additionally, three assistant principals started their roles in September 2024.
- The school makes use of five unregistered and two registered providers of alternative provision.
- 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 evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the 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 carried out deep dives in the following subjects: English, mathematics, science, and physical education. For each deep dive, inspectors met with leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To further explore the effectiveness of the quality of education, inspectors reviewed the curriculum plans in two other subjects.
- During the inspection, inspectors met with a range of leaders, including the executive principal, associate principal and other members of the senior leadership team.
- The lead inspector held a meeting with those responsible for governance, which included meetings with a range of trustees and governors, including the chair of trustees and the chair governors.
- Inspectors spoke to a range of staff and considered the responses to Ofsted's staff survey.
- Inspectors considered the responses made by parents to Ofsted Parent View, Ofsted's online survey, including the free-text responses.
- Inspectors spoke with a range of pupils and considered the results of Ofsted's pupil survey. Inspectors spent time with pupils at breaktimes and lunch to observe behaviour and spoke to pupils about their experiences of life in school. Inspectors observed the start of the school day routines.
- Inspectors reviewed a range of documents and records linking to attendance and behaviour, as well as school improvement documentation and minutes of governing body meetings.

Inspection team

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