

Bushloe High School

Inspection report

Unique Reference Number	120309
Local Authority	Leicestershire
Inspection number	379995
Inspection dates	14–15 September 2011
Reporting inspector	Rashida Sharif HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Middle deemed secondary
School category	Foundation
Age range of pupils	10–14
Gender of pupils	Mixed
Number of pupils on the school roll	688
Appropriate authority	The governing body
Chair	Jim Rixon
Headteacher	Ann Webster
Date of previous school inspection	24 June 2009
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Age group	10–14
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. In total there were 38 lesson observations, some of which were undertaken jointly with senior leaders; 37 teachers were seen teaching. The inspectors observed the school's work and looked at the documentation relating to the safeguarding of pupils, the progress that different groups of pupils make in their learning and their wider participation in the life of the school. Inspectors met with senior leaders, groups of pupils, representatives of the governing body and staff. Inspectors analysed 303 parent and carer questionnaire responses and questionnaires returned by some staff and a sample of over 110 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the curriculum meets the needs of all pupils, particularly those with special education needs and/or disabilities and those for whom English is an additional language.
- The quality of assessment and the extent to which teachers use this to inform their planning to meet the needs of individual pupils.
- The effectiveness of governors and leaders at all levels in ensuring rigour in monitoring and improving the progress of all pupils.
- The effectiveness of the school's response to the improving Key Stage 2 test results.

Information about the school

Bushloe High is a smaller than average size school of its type. It takes pupils from a wide geographical area in Wigston, and also increasingly from Leicester. Pupils enter the school at the start of Year 6 and leave for upper school at the end of Year 9. The percentage of pupils receiving free school meals is below the national average. The proportion of pupils from minority ethnic groups has grown in the last few years but remains just below the national average, as is the percentage of pupils with English as an additional language. The proportion of pupils with special education needs and/or disabilities is below the national average but the proportion of those with a statement of special education needs is above the national average.

The school has specialist arts status and holds numerous awards including the Arts and Sports Mark and Anti-Bullying Award, and it has more recently gained the Inclusion Quality Mark, National Cultural Diversity Gold Quality Mark and Innovative Curriculum award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

1

Main findings

Bushloe High School is a good school with a number of outstanding features. It is an harmonious and highly inclusive school that cares well for all its pupils. There is a powerful culture of continuous improvement with a strong ethos of achievement and respect, driven by the headteacher, the school's senior leadership team and the governing body. All groups of pupils achieve exceptionally well because of outstanding teaching and the school's inclusive approach. There is a strong commitment to equality of opportunity which permeates the school's work. This results in exceptional achievement and outcomes for all pupils by the end of Key Stage 3. Since the last inspection, standards have risen at the end of Key Stage 2, and most notably by the end of Key Stage 3. Pupils make outstanding progress, often from low starting points, as a result of outstanding teaching, monitoring and intervention strategies.

Staff work with exceptionally high levels of commitment and professionalism which enable the school to achieve ambitious targets. They are supported by dynamic leaders and the highly committed governing body. As one parent put it, 'This is an excellent, well-managed school where children are happy and are taught to be respectful.' The headteacher is highly respected by staff, pupils, and parents and carers, and leads by example. She provides drive, vision and a passion which permeate all members of the school and wider community. Pupils feel safe, understand how to keep fit and healthy and enjoy school. This is demonstrated by their high attendance and keenness to participate in all that it offers. They are confident young people who are proud to serve the school and the wider community by taking on various responsibilities which they take very seriously. Pupils receive good care, guidance and support and know exactly who to go to if they need any help – either academic or pastoral. They show maturity and confidence when meeting new people. The pupils respond to the trust they are shown by acting responsibly and showing considerable support and respect for one another. Their behaviour, consequently, is outstanding.

Assessment to support learning is good overall. It is not outstanding because assessment in class, including marking, and its use to underpin planning for individual pupil's progress varies in quality across departments. The curriculum is outstanding. It is enriched by numerous extended activities which have been recognised in several awards, including the Innovative Curriculum award. Innovation, creativity and enterprise are at its heart, and the curriculum makes an exceptionally strong contribution to pupils' outstanding preparation for future economic well-being

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by helping them to acquire an excellent range of relevant skills.

The headteacher, senior leaders, governors and staff are passionate about continuing to build on the school's many strengths. Together they have ambitious but achievable goals for future improvement. School leaders robustly monitor and evaluate progress towards the targets identified in the school development plan. Consequently, they have a clear understanding of the school's strengths and areas for future development. The school offers good value for money and outstanding capacity to sustain further improvement. It engages positively with parents and carers and its wide range of partners, and does much to support community cohesion locally, nationally and internationally.

What does the school need to do to improve further?

- In order to maintain pupils' outstanding quality of learning and progress, the school should:
 - apply consistently assessment for learning and marking in all lessons
 - use consistently the outcomes of assessment to inform planning for individual pupil's progress
 - involve support agencies promptly as required when responding to pupils' specific needs.

Outcomes for individuals and groups of pupils

1

On entry at the start of Year 6, the standards of pupils' work are generally below average. In recent years, results in the Key Stage 2 tests have also been below national figures. However, due to a focused drive to improve pupils' attainment and progress, attainment in 2011 increased significantly and was just above average. Pupils make outstanding progress in Key Stage 3 so that by the end of Year 9, attainment is above age-related expectations in English and mathematics. Progress is outstanding in the arts, supported by the integrated approach to teaching and the assessment of pupils' outcomes in this specialist area. All groups of pupils make outstanding progress from their starting points because of the high quality provision, support and guidance they receive. Evidence from lesson observations confirmed these findings and indicated that learning was at least good in a large majority of lessons and outstanding in over a quarter of lessons. Pupils' outstanding behaviour allows uninterrupted teaching and learning and they are happy to work independently or in groups. Pupils show a keen interest in their work and the opinions of others. They answer questions thoughtfully, drawing on and extending their existing knowledge and understanding.

Pupils are very proud of their school and unreservedly say that they feel safe and well cared for. Pupils enjoy school. Bullying is not tolerated and this is reflected in the Anti-Bullying award. The school community is exceptionally harmonious. It celebrates its changing population and prepares young people well for living in a

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multicultural society. Pupils have a strong sense of right and wrong and embrace the ample opportunities afforded to them to develop an understanding of those from other cultures represented in the school and the wider community. Pupils respond positively to all that the school provides. Attendance and participation in the wide range of extra-curricular activities are excellent. Pupils make a significant contribution to the life of the school and the wider community through their participation in the school council, eco club and other citizenship-inspired whole-school activities. Pupils willingly take on leadership roles such as pupil mentors and ‘ambassadors’ who represent the school locally and nationally. The impressive displays around the school show the range of work led by pupils and how effectively this contributes to high achievement and the inclusive ethos. Pupils say that they feel secure, supported and valued at all levels.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	2
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils’ attendance ¹	1
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

Outstanding teaching and good assessment contribute significantly to the outstanding quality of pupils’ academic achievement and other outcomes. In the best lessons, teachers prepare and plan their lessons carefully using assessment adeptly to match work to pupils’ varying needs. Lessons start promptly and crisply, providing a good pace and exciting challenge to pupils’ learning. Sharp, well-considered, searching questioning makes pupils think, draw on their previous learning and give reasons for their equally well-considered responses. Teachers have excellent subject knowledge and their enthusiasm helps to convey a love of their subject to pupils. As one pupil put it, ‘I really enjoy my English because of the way the teacher makes the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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characters in Shakespeare’s plays and other stories we read come to life. They seem so real.’ In the most effective teaching, staff continually monitor pupils’ progress and respond appropriately, so promoting learning at all times. Characteristics of less effective teaching include teachers not using the assessment information to match work well enough to pupils’ needs, and pupils not being given sufficient opportunity to reflect on and improve their learning through discussion and self-assessment.

Marking in books is mostly good and some is outstanding. The school is aware of some inconsistencies, particularly in ensuring that pupils respond to comments on how to improve their work, or to follow up any questions raised by teachers. In the best examples, regular marking celebrates what has been achieved; gives useful pointers on how to further improve; and provides pupils with the opportunity to respond to the comments in their books.

The outstanding curriculum has been carefully tailored to meet the needs of the ever-changing school population. It is coherent, well-organised and mixes traditional with innovative approaches and subject matter to ensure that every pupil’s needs are met so they learn and achieve well. The curriculum provides a wealth of opportunities for pupils to enjoy and learn from a range of highly memorable experiences. There is a wide range of extra-curricular activities provided with a high level of take up. The curriculum provides extremely well for pupils’ personal and cultural development, reflected in awards such as the Inclusion Quality Mark and the National Cultural Diversity Gold Quality Mark. The school’s specialist arts status has a positive influence on the curriculum, both within and beyond the specialist subjects. All subject staff audit their contribution to developing pupils’ knowledge, understanding and skills in the arts. The Key Stage 3 curriculum is innovative and focuses on developing the pupils’ skills and competences ready for the next stage of their education. This approach supports further learning and future study, as well as contributing well to pupils’ growing self-esteem and confidence.

The school’s effective care, guidance and support meet the range of pupils’ needs. Its inclusive approach is a major strength and staff, parents and carers and pupils all cite many examples of how the school has dramatically improved the life chances of many individuals. The school is supportive of those whose circumstances make them vulnerable. All aspects of pupils’ development are carefully monitored. Good use is made of other agencies and the school is aware of the need to involve them more promptly in response to specific needs or incidents.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

The headteacher’s leadership is exceptional in driving forward improvement and embedding ambition throughout the school. Bushloe High School has continued to improve year on year and it now holds a special place in the heart of the community. The headteacher is ably supported by senior and middle leaders and the governing body, who are all equally ambitious for the school and have created an excellent climate for learning. They work very hard to ensure that the school sustains and continues its upward trajectory of improvement and are determined to improve the school’s relative weaknesses. All staff strive to achieve the challenging targets set by the senior leaders. The school’s systems for improving attendance, punctuality and behaviour are rigorous and leaders are not daunted by the challenges posed by its changing population. The school has very good systems for monitoring teaching and learning and for the on-going professional development of all staff. One example of this is the excellent combination of exemplary pupil monitoring with systematic and thorough departmental and other reviews. This monitoring and reviewing help to crystallise where and what interventions are needed and how effective they have been. Self-evaluation is, therefore, comprehensive, accurate and perceptive, and leads directly to improvement. The effectiveness of the governing body is outstanding. Governors are extremely well-informed about the schools’ strengths and areas for further development. They undertake their roles and responsibilities rigorously, ensuring that all statutory requirements are fully met. The governing body provides constructive challenge to the senior leaders for the performance of the school and pupils’ outcomes, and contributes very effectively to the drive for improvement.

The school responds extremely well to the increasing diversity of the pupils and places the promotion of equality of opportunity at the heart of everything it does. Monitoring and evaluation are insightful. Their focus extends beyond academic achievement to ensure that all pupils have equal opportunities to benefit from experiences within and outside school and that there are no discriminatory practices. Robust systems identify and remedy any gaps in provision or achievement. Safeguarding procedures are satisfactory. A recent concern raised by a parent has been examined by the school, working closely with the appropriate authorities. There is some excellent practice in the school’s partnerships with external agencies in promoting pupils’ learning. The inclusive culture and ethos extends beyond the school. It makes a strong contribution to promoting community cohesion within the school and the local community, and the school uses its international links well to further enrich pupils’ experiences and understanding of global issues.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and

1

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driving improvement	
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The proportion of parents and carers responding to the questionnaire was above average. Their views about the school were generally very positive. They praised many aspects of the school’s work, including the care and support offered to them and their children. They stated that their children were happy at school, well cared-for and enjoyed attending. As one wrote, ‘My child is in Year 9. His experience in this school has been happy and he has been well supported. I’m only sad he has to leave at the end of this school year. The staff always have time for any worries my child has, which includes the wonderful office staff’. The inspection team agrees with these positive comments.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bushloe High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 303 completed questionnaires by the end of the on-site inspection. In total, there are 688 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	148	49	147	49	4	1	1	0
The school keeps my child safe	167	55	132	44	0	0	0	0
The school informs me about my child’s progress	116	38	163	54	9	3	0	0
My child is making enough progress at this school	125	41	149	49	11	4	0	0
The teaching is good at this school	131	43	158	52	5	2	0	0
The school helps me to support my child’s learning	108	36	159	52	24	8	0	0
The school helps my child to have a healthy lifestyle	97	32	182	60	15	5	2	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	126	42	156	51	5	2	0	0
The school meets my child’s particular needs	120	40	165	54	6	2	0	0
The school deals effectively with unacceptable behaviour	135	45	140	46	12	4	1	0
The school takes account of my suggestions and concerns	89	29	177	58	10	3	1	0
The school is led and managed effectively	150	50	142	47	3	1	0	0
Overall, I am happy with my child’s experience at this school	156	51	133	44	6	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

16 September 2011

Dear Pupils



Inspection of Bushloe High School, Wigston, LE18 2DT

I am writing on behalf of the inspection team to thank you for making us feel so welcome when we recently inspected your school. You and your parents and carers made a valuable contribution to our findings that your school is good with a number of outstanding features. All our meetings with you in class and around the school showed us that you have very impressive and positive attitudes to each other, to your school and to learning.

We found that you respond very well to your teachers and the other adults who work so hard in making your time in school a very happy and successful one. You told us that you enjoy school and we saw that in your excellent attendance. We can see that your positive attitudes have helped you make excellent academic progress during your time at Bushloe High. Furthermore, you also demonstrated that you develop outstandingly well in your personal development, including your behaviour, which was very impressive throughout our visit. Your parents and carers indicated how happy they are with the school and the way that it helps you to achieve and to grow into confident young people.

Teaching and the effectiveness of leadership and management are outstanding. We know that the school is not complacent and would like to continue to improve. We have, therefore, asked the senior leaders to make even more of the teaching outstanding. We have asked them to do this by making sure that all staff, not just some of them, use assessment information to the full to plan work and lessons that meet your varying needs precisely.

Once again, thank you very much for the time you spent with us during the visit. You can help school improvement by continuing to work together with your highly committed staff so that the school continues to be a happy place and your work continues to improve.

We would like to wish you all the very best for the future.

Yours sincerely

Rashida Sharif
Her Majesty's Inspector

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