

# Market Bosworth High School

## Inspection report

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<b>Unique reference number</b>	138108
<b>Local authority</b>	N/A
<b>Inspection number</b>	404128
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Robert Barbour HMI

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

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<b>Type of school</b>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–14
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	656
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate De Fraja
<b>Headteacher</b>	John Hemingway (Principal)
<b>Date of previous school inspection</b>	1 July 2009
<b>School address</b>	Station Road Market Bosworth CV13 0JT
<b>Telephone number</b>	01455 290251
<b>Fax number</b>	01455 292662
<b>Email address</b>	m.office@mktboshs.leics.sch.uk

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<b>Age group</b>	11–14
<b>Inspection date(s)</b>	10–11 May 2012
<b>Inspection number</b>	404128



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## Introduction

Inspection team

Robert Barbour

Her Majesty's Inspector

Simon Blackburn

Additional Inspector

Thomas Walton

Additional Inspector

Roisin Chambers

Additional Inspector

Martyn Groucutt

Additional Inspector

This inspection was carried out with one day's notice. Inspectors observed 30 lessons taught by 30 different teachers. Inspectors also made short visits to five other lessons. Meetings were held with staff, students and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the academy's work, and looked at a wide range of documentation including academy plans and minutes of governing body meetings. They examined 107 questionnaires completed by parents and carers and questionnaires completed by students and staff.

## Information about the school

Market Bosworth High School is smaller than the average-sized secondary school, and the proportion of students known to be eligible for free school meals is below average. The proportion of students supported by school action plus or with a statement of special educational needs is below average. The academy has been designated as a disability pathway school by the local authority. A pre-school group is also on the school site, but it is not managed by the governing body and it is inspected separately.

The academy has the International Schools Award, Healthy Schools status, the Artsmark Award and the Eco Schools Bronze Award. Its Investors in People status was renewed in 2010. The school converted to academy status in May 2012.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding academy. Students flourish in an environment that fosters their academic progress and their wider social development.
- Students make rapid and sustained progress at the academy. They achieve high standards in all their subjects. The quality of some students' work in art is remarkably high.
- Teachers plan interesting lessons and challenge students with high expectations. In the best teaching, students take a very active role in their learning and are helped by sharp criteria from teachers as to their goals. In some lessons, although their progress is good, students' activity is not supported by such sharp expectations.
- Students are enthusiastic about their learning and their behaviour is outstanding. Their engagement is high in lessons and they show courtesy and respect to each other. They feel outstandingly safe in the academy.
- The Principal and his senior team show determination and ambition for every student to succeed. They know the academy's strengths and development needs well. They have established a rigorous process to manage the performance of teachers, and have established a clear, shared understanding of the characteristics of high quality teaching. However, some outstanding practice is not currently consistently shared across all teachers.
- The academy promotes the spiritual, moral, social and cultural development of students outstandingly well. The academy is a highly cohesive community. A range of trips and events supplement cultural development in art, music and drama and add to the awareness of other cultures. Rich opportunities are taken within the curriculum to broaden students' horizons and these are supplemented by wide extra-curricular opportunities.

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- The academy's curriculum is outstanding. It is very flexible and offers highly effective enrichment through themed days. Skills in information and communication technology are developed particularly well across the curriculum.

## What does the school need to do to improve further?

- Spread existing outstanding practice in teaching more consistently across all classes, and especially the use of highly focused student activity.

## Main report

### Achievement of pupils

Students enter the academy in Year 7 with attainment that is above average. They make outstanding progress and by Year 9, their attainment is high. Students of all abilities and both boys and girls make very strong progress. Their skills in writing develop very well. By Year 9, the most able use a wide vocabulary and phrase confidently in figurative language. Their writing is very imaginative, thoughtful and interesting. Students of lower ability write in a less interesting way but are still able to structure their writing well. A few students arrive in the academy with weak reading skills and they are making good progress with regular support that develops their skills in interpreting the sounds and meanings of words. Students also develop very good skills in mathematics, manipulating algebra confidently. Year 9 students in a science lesson were observed making outstanding progress in understanding photosynthesis. They thoroughly enjoyed their learning and the wide range of activities they took part in and they achieved very high standards in their work. Some students have followed extra classes in art, after school and in lunchtimes. Their work is of an extremely high quality.

Disabled students and those with special educational needs also make outstanding progress. Students with a range of need, including visual and hearing impairments, are very well supported. Many students make progress equivalent to their peers. In a few cases, the nature of the need means that the steps in progress are smaller, but there is evidence here also that their relative progress is strong.

In their questionnaire responses, parents and carers overwhelmingly agreed that their children are making good progress. Students also believe that they are making good progress, and indicate that they particularly enjoy lessons where they take ownership of their learning in active and highly focused ways. Such examples include designing products in information and communication technology, researching food types in science, developing dress designs in technology, developing their skills in athletics and acting out scenes from Shakespeare's plays.

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## Quality of teaching

The relationships between teachers and students are excellent and create a very positive climate for learning. Teachers have good subject knowledge and plan for interesting activities. In a Year 9 geography lesson, students studied aspects of a shanty town in Kenya. They engaged actively in a variety of activities including role play where they acted out how they would challenge a planning officer. They developed an excellent understanding of concepts in geography. They also displayed an understanding and empathy with the everyday plight of people living in such areas that enhanced their spiritual, moral, social and cultural development. Students developed a range of wider skills as they took part in these tasks. Students of lower ability were supported with materials to help structure their arguments. As a result of these factors the progress that all students made was rapid and yet deep.

In Year 7 science, students again made outstanding progress in practical work in which both pace and safety were strong features. The very clear expectations set out by the teacher made the practical work highly productive. At the same time, the skilled questioning by the teacher and high level of engagement led to a strong sense of awe and wonder through the chemical reactions that inspired a curiosity to investigate. In a Year 8 design and technology lesson, students developed their skills in two-point perspective outstandingly well. The teacher had excellent subject knowledge and enthusiasm, but again the key to the strong progress was the highly focused expectations communicated by the teacher in the practical work. The teacher's enthusiasm spread to the whole class.

In some lessons observed, progress, while good, was not as marked. Teachers still planned for interesting activity, but the planning was not as secure. In particular, the expectations were not as clear so that students' activity was less focused.

Disabled students and those with special educational needs are also taught outstandingly well. This is because their needs are well catered for and because teaching assistants provide skilled guided support. They also lead effective small group work, such as supporting a group of students who were reading a novel and writing key ideas onto a laptop computer. Students with weaker reading skills receive very good targeted support that stresses both interpreting text directly and also developing ability with comprehension.

In their questionnaire responses, parents and carers and students overwhelmingly agreed that teaching is of high quality at the academy.

## Behaviour and safety of pupils

The behaviour of students is exemplary in their classes and around the academy. Records of fixed-term exclusions show that these have reduced very greatly over the past few years and are now much lower than at most schools. Academy records also show that the use of the internal supervision room is much reduced and is now low.

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The attendance of students has also improved over the past two years and is now well above the national average for secondary schools. Students are also consistently punctual. Students report, and academy records show, that bullying is very rare, and where incidents occur they are dealt with swiftly. Students have a very good understanding of how to stay safe on the internet and say that they feel very safe indeed in the academy.

The behaviour systems employed by the academy are monitored constantly and are evaluated to ensure that they meet students' needs. Data is used very effectively to highlight areas that may need more attention. This is coupled with a determination to meet the needs of each student, including those whose needs are complex. There are some students whose particular needs result in them exhibiting difficult behaviour at times. These students are managed very well indeed and they continue to learn well. Very effective links are maintained with local authority and health services. Teachers are skilled in managing behaviour in their lessons.

Parents and carers again strongly agree that behaviour is good in the academy. Students also agree, and are particularly positive about the roles of student counsellors who help to support younger students who may experience problems of any kind. These students have been well trained in their roles, and students who have approached them for support have found this to be very helpful.

### **Leadership and management**

The Principal and his senior team form a cohesive team with a high ambition for the success of every student in the academy. They have a close, common understanding of the strengths and weaknesses of the academy and a determination to achieve excellence in every area. This drive has been successful in maintaining the high academic standards and outstanding progress of students since the last inspection of the predecessor school. There have been many improvements since then also, especially in the sharp decline in fixed-term exclusions and the improvement in the attendance of students.

Senior leaders have a good understanding of the strengths and development needs of teachers and a robust system for managing performance is proving effective. However, the outstanding practice of many teachers in constructing highly focused and active group work in their lessons has not been shared consistently across all classes.

The curriculum is outstanding and combines a formal curriculum, whose flexibility allows departments a range of grouping and learning structures, with enrichment and a wide programme of extra-curricular activities. Themed days and subject-based initiatives contribute to the high motivation and engagement of students. Within the curriculum, the provision for the spiritual, moral, social and cultural development of students is promoted outstandingly well and carefully mapped. The film club recently worked with members of the design department to produce a short length feature film. This is an example of the wider informal curriculum substantially adding to

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students' cultural development, while also developing a whole range of broader skills. Students' skills are enhanced across the curriculum, and especially so in the development of information and communication technology skills: the coordinator works closely with each department to ensure that technology is used imaginatively throughout the school.

The governing body is very effective in its role. Its members have a good understanding of the strengths and weaknesses of the academy and have been actively involved in consultation exercises recently with parents, carers and other stakeholders over the future direction of the academy. The governing body has been particularly effective in monitoring the safeguarding duty of the academy, and the arrangements here are exemplary.

Leaders and managers are highly effective in promoting equality and tackling discrimination. This is illustrated in the care given to ensuring the progress of students with additional needs and making sure that all groups make exceptionally good progress.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



14 May 2012

Dear Students

**Inspection of Market Bosworth High School, Market Bosworth, CV13 0JT**

Thank you for your help and for taking the time to talk to us during the recent inspection.

We have judged your academy to be outstanding. Between Years 7 and 9 you make excellent progress. This is due to the very high quality of teaching, your own hard work, your high standards of behaviour and the wide experiences that you have to develop your academic and social skills.

You told us that you are proud of your academy and feel very safe. You told us that you enjoy your lessons, and especially when you have work where you can take a very active part and are given a strong measure of ownership. In our observations of lessons, we saw some where this happened outstandingly well, and where your progress was very strong, as your teacher made very clear to you exactly what was expected of you. Sometimes, although you made good progress, your activities were less clearly focused. We have recommended to the school that your progress will be more consistently high across all your classes if the outstanding practice is spread more evenly to more of your lessons so that your practical and group work is very focused in its aims.

Your headteacher and his senior team are working very hard to make your academy as good as it possibly can be. You can play your part by continuing to work hard and take a full part in your lessons, and also in the wide range of other activities and clubs that are available to you.

Yours sincerely

Robert Barbour  
Her Majesty's Inspector

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