

Belvoir High School and Melton Vale Post 16 Centre

Barkestone Lane, Bottesford, Nottingham, NG13 0AX

Inspection dates 14–15 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Governors and senior staff have successfully addressed the issues raised in the last inspection resulting in improved achievement, teaching and behaviour.
- Students achieve well in a wide range of subjects. In 2014, the proportion of Year 11 students attaining a higher grade in mathematics, English, geography and French was broadly average.
- Teaching has improved as a result of regular monitoring and effective management of teachers' performance. This is linked to training that focuses on each teacher's training requirements.
- Key Stage 3 students who receive extra support to improve their reading and writing make good progress.
- The progress of boys and disadvantaged students has improved since the last inspection, as a result of better teaching and well-planned targeted support if they fall behind in their learning.
- Behaviour is good. Students understand right from wrong. They show respect for one another, adults and the school environment. Students feel safe in the school.
- The curriculum provides students with a wide range of subjects. It successfully promotes students' spiritual, moral, social and cultural development and their understanding of British Values, and prepares them well for the next stage of their education, training or employment.
- Attendance is good.
- The sixth form is outstanding. Teachers have high expectations of students and set challenging work. As a result, achievement is above average and students leave the sixth form exceptionally well prepared for the future.
- The governing body and trustees are actively involved in the work of the school. They challenge leaders and are thoroughly involved in planning for future improvements.

It is not yet an outstanding school because

- The quality of teaching does not yet lead to outstanding progress for the majority of students, especially the most able.
- Some teachers are not setting work that is demanding enough for the students or asking probing questions that deepen students understanding and knowledge.
- Teachers mark students work frequently but some are not giving students detailed enough information on how to improve their work or consistently ensuring they make the necessary corrections.
- Not all middle leaders in the school are evaluating the impact of their actions precisely enough to bring about rapid improvements in progress.

Information about this inspection

- Inspectors observed students’ learning in 36 lessons. Senior leaders joined inspectors for six of these observations. Inspectors also looked at work in students’ books in lessons and conducted four work scrutinies to look at the quality of marking, standards of presentation and student progress.
- Inspectors listened to a small group of students read and talked to another group about their progress in writing.
- Inspectors visited three tutor periods and one assembly.
- Inspectors talked to four groups of students and held informal discussions with students at break and lunchtime.
- A range of documents was examined, included the academy’s analysis of its own work and its improvement plan, information on students’ academic progress, and documents relating to the quality of teaching, behaviour, attendance and safeguarding.
- Discussions were held with the heads of centre, four members of the governing body, senior leaders, middle leaders, the external consultant and a representative from the local authority, with whom the school continues to work closely.
- The inspectors took account of the 113 responses to the online questionnaire, Parent View, and the schools own parental surveys and three letters, one phone call and two emails sent in by parents.
- The inspectors considered the views of the 92 staff that completed questionnaires.
- The inspectors received and considered the views of the 39 staff that completed questionnaires.

Inspection team

Caroline Pardy, Lead inspector	Additional Inspector
Stephen Bizley	Additional Inspector
Adele Mills	Additional Inspector
Gerard Batty	Additional Inspector
Cathryn Richards	Additional Inspector

Full report

Information about this school

- Belvoir High School and Melton Vale Post 16 Centre is larger than the average secondary school. The centre is over twenty miles from the school.
- The school and sixth form centre form the Belvoir and Melton Academy Trust. They work in partnership with the Priory Federation of Academies. The Headteacher of the Priory Academy LSST has been supporting the school in evaluating the impact of its work.
- Most students are White British.
- The proportion of disadvantaged students eligible for support through the pupil premium funding is well below average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled students and those who have special educational needs is below the national average.
- A small number of students in Years 11 and 10 attend on site vocational provision delivered by the Melton Learning Partnership. These students study BTEC construction, mechanics and beauty at either level 1 or 2.
- The governance of the school is undertaken by a Trust Board and Governing Body. They oversee the work of the head of school and head of centre.
- In the last academic year the executive headteacher has retired and the head of Belvoir High School resigned. Belvoir High School and Melton Vale Sixth Form Centre is run by two heads of centre.
- The school meets the current government floor standards, which are the minimum expectations for students' attainment and progress at the end of Key Stage 4.
- Melton Vale Post 16 centre works closely with the local authority to provide support for other sixth forms in Leicestershire and beyond.

What does the school need to do to improve further?

- Increase the proportion of students, especially the most-able, making outstanding progress by sharing the good practices of sixth form teaching with teachers of Key Stages 3 and 4 so that all teachers:
 - set work that demands more of students
 - ask open and probing questions that deepen students understanding and knowledge
 - give detailed and precise feedback to students on what they need to do to improve their work and ensure they always make the necessary corrections.
- Further improve the effectiveness of middle leaders by making sure that their evaluation of the impact of initiatives is precise enough to ensure that they bring about rapid improvements in students' progress.

Inspection judgements

The leadership and management are good

- Since the last inspection the school has been through a period of turbulence, including changes at senior level. However, senior leaders at both centres have shown a determination to improve standards. They have worked together to drive forward the improvements requirement to raise achievement, improve teaching and raise students' aspirations.
- The governors and trustees sought challenging support from an external consultant who has worked closely with senior leaders. The school has worked effectively with schools within the Priory Federation of Academies, especially the Priory Academy LSST, who is a national leader of education (NLE). This support has provided training for middle and senior leaders in improving teaching and monitoring student achievement. Leaders now have an accurate view of the quality of teaching and progress of students in each key stage.
- The school has taken effective action to monitor the quality of teaching and learning and provide training that addresses individual teacher's training requirements along with whole school needs. A strong culture of teachers working together across centres to share good practice is emerging. Teachers are positive about the training they have received.
- Governors and senior staff have managed teachers' performance effectively. Teachers' pay awards are linked to good student achievement.
- Additional funding is used well to support disadvantaged students with their learning. Students in Key Stage 3 receive additional support to improve their reading. The funding is also used to finance additional teachers in English and mathematics in order to reduce class sizes. It is also used to fund additional staff who provide small group support to students who are falling behind in their learning along with resources such as revision guides and help to finance curriculum visits.
- The school and sixth form centre's evaluation of its performance is accurate and has been validated during visits from external advisors and reviewers. Action plans identify the right priorities for further improvement and the governing body monitors these frequently.
- Middle leaders from the school have worked closely with those from the sixth form centre and as a result they are now more rigorous in their monitoring. All are aware of the strengths and areas of development within their area. However, not all are precise enough when evaluating the impact of their actions on students' achievement to ensure all make rapid progress.
- The previous inspection raised concerns that too much effort was being put into supporting Key Stage 4 students rather than those in Key Stage 3. This has been addressed as the progress of all students is carefully tracked. The English and mathematics departments have re-written their curriculum with clear milestones for monitoring student progress built in. Inspectors saw evidence of good progress in students' books.
- The school and sixth form centre provide equal opportunity for all students. Students say the advice they had when choosing their options helped them make the right choice. Year 11 and sixth form students receive independent careers advice which enables students to choose the best post 16 and post 18 provision to support their career choice. Through academic and pastoral support the school and sixth form centre provide equal opportunities for all students.
- The school provides an academic curriculum that meets the needs of students within the school. The sixth form centre provides both academic and vocational courses for students. Students' social, moral, spiritual and cultural needs are well catered for. Students have the opportunity to debate ethical issues in philosophy and ethics, consider the development of democracy in history and geography and have the opportunity to appreciate poetry, drama, art and music from different cultures. School trips and visits include visits to the theatre, Year 10 art and Spanish trip to Barcelona and the Year 7 residential trip to Ironbridge.

- Students are well prepared for life in modern Britain. They use mathematical skills effectively and are competent readers. Students understand right from wrong and learn about subjects such as diversity, rights and responsibilities, including human rights and government and politics, through their personal, health, social and citizenship education lessons. Students are often given the opportunity to consider topical issues as part of their lessons. For example, Year 7 students learned about the Scottish referendum in geography.
- The school monitors the attendance and behaviour of students who are studying vocational courses using the school systems. Students enjoy these lessons and behaviour is good. Their progress is monitored and reported on using the schools procedures.
- The college is a stand-alone academy converter and governors have made good use of the advice and support they receive from the external adviser, NLE and Priory Federation of Academies. Links between the school and local authority are limited. There are strong links between the sixth form centre and the local authority. The sixth form centre hosts visits from other schools in order to share their good practice.
- Governors and leaders fulfil their statutory duties in relation to safeguarding and arrangements to keep students safe. Policies are reviewed regularly and are made available on the website.
- **The governance of the school:**
 - Since the last inspection the governing body has undertaken a full review of their performance and as a result have completely restructured. The current governing body has a wide range of relevant skills and these are used effectively to monitor, challenge and support the work of senior leaders. They are successfully steering the school through a period of turbulence. However, they realise that this is not a permanent solution and have a secure plan for future leadership of the school and sixth form centre.
 - Governors have undertaken appropriate training and understand the school data and what it tells them about the progress of different groups of students compared to other schools nationally. They have a full understanding of the impact of pupil premium and catch up funding spending. They receive regular updates on the work of the school and sixth form centre and supplement this information by visiting the school looking at teaching and behaviour, attending senior leadership meetings and department progress meetings. There is evidence that they hold leaders firmly to account.
 - Governors have supported the training of middle leaders and encouraged greater partnership working between the school and the sixth form centre. They scrutinise recommendations for staff pay awards and only sanction pay rises when teachers have met their student achievement targets. Governors are actively involved in writing and monitoring the school improvement plan.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Students arrive promptly to lessons with the right equipment and quickly settle down to work. Almost all students take pride in the presentation of their work. Exercise books are kept well and free of graffiti.
- Students have positive attitudes towards their learning, especially in Key Stage 4 where students and teachers both have high expectations in terms of achievement.
- Most students are respectful of the rights of other students to learn. During the inspection GCSE examinations were taking place and students respected the need to walk around these areas of the school quietly.
- In most lessons students are well behaved. Occasionally, students can be 'chatty' in lessons but they respond quickly to staff instructions so that disruptions are minimal. School records show that the number of incidents of low-level disruption in lessons has reduced this year.
- Inspectors noted that students showed respect for their learning environment. The dining area,

playgrounds and corridors are litter free; there is no graffiti or chewing gum on the floor or furniture.

- During their social time students conduct themselves well. They are courteous, polite and respectful towards each other and adults. They respect one another's property and understand right from wrong. This is demonstrated by the fact that students can leave their bags at the side of the field and know that other students will not damage or take their property.

Safety

- The school's work to keep pupils safe and secure is good. Procedures for ensuring students' safety and well-being meet the current requirements. Students say the school is a safe place and this view is shared by most parents and all staff who expressed a view.
- The identity of visitors to the school is checked and new visitors are accompanied around the school by staff. All visitors are provided with guidance on how to conduct themselves with the students and what to do if they have a concern.
- During the inspection there was a fire drill at break time, triggered by steam in the catering room. The attitude and behaviour of students were outstanding. They quickly lined up in silence and waited for the register to be taken. The school was cleared and all staff and students accounted for very quickly. At the end of the drill they promptly went back to their lessons. Fire safety procedures are highly effective.
- The attendance of all groups of students is above average. There are rigorous procedures for following up absence.
- Students know how to keep themselves safe when using technology and are aware of the different types of bullying. Students told inspectors that bullying in the form of name calling can happen but they have confidence in its being dealt with by staff. A view shared by most parents. They also told inspectors that racism and homophobic bullying do not happen.

The quality of teaching is good

- The quality of teaching has improved since the last inspection and is now sufficiently good to support good progress across a range of subjects and year groups.
- Teaching assistants are managed well and make a good contribution to students' learning. They know the students they work with, and they ask pertinent questions that support pupils to understand the task and to develop their thinking. They develop students' confidence as learners and as a result these students make good progress.
- Relationships between students and staff are positive. Students work well together in groups and concentration levels are high. Teachers have good subject knowledge and almost all use it to provide interesting activities that interest and motivate students. Teachers of Key Stages 4 and 5 have good knowledge of the examination board requirements and use this to prepare students well for their examinations.
- Teaching in the sixth form is outstanding because teachers' assessment is very thorough. Marking is detailed and gives students precise advice on how to improve their work. Teachers use questioning highly effectively to develop students' learning. They have high expectations of all students and set extra reading and homework to extend students' knowledge.
- The teaching of reading, writing and communication is good. Students have the opportunity to read in lessons, tutor time, in the library at break and lunchtime. Students get the opportunity to write extensively in a range of subjects and many opportunities to discuss their ideas in lessons. Mathematics is well taught.
- In a Year 8 science lesson, students were set challenging work that made students think about what they had to do, and questioning was used highly effectively to extend their understanding. As a result, they

made outstanding progress. Similarly, in a philosophy and ethics lessons, students demonstrated a real thirst for knowledge as they had carried out extra reading around the topic and were challenging the answers given by their classmates and the teacher.

- Teachers mostly mark students' work thoroughly and students told inspectors that they found the comments made by teachers useful in helping them to improve their work. However, there is an inconsistency in the quality of feedback given by a small number of teachers who are not yet giving students precise information on how to improve their work. A few teachers are not consistently ensuring that students make the necessary improvements to their work which slows their progress.
- Most teachers use questioning skilfully to challenge students to think deeply about their learning. However, this is not always the case and some students are allowed to get away with superficial answers.

The achievement of pupils is good

- Students join the academy with attainment that is broadly average or above average. At the end of 2014, the proportion of students obtaining at least five A* to C grades including English and mathematics was 60% and in line with the national average. This is based on first entry results in English. When the examination was re-taken at the end of Year 11 the proportion gaining these higher grades increased to 64%.
- The school has reviewed its policy on entering students early for English GCSE and it not repeated this practice this year.
- Students make good progress in relation to their starting points when they join the school. In 2014, the proportion of students making expected and more than expected progress in English was in line with schools nationally. However, in mathematics the percentage of students making expected progress was well above that nationally and for more than expected progress it was just above. Progress in English dipped on previous years as a result of high levels of staff absence.
- Students' attainment at higher GCSE grades was above the national average in a range of subjects and was well above average in English literature and language, geography, mathematics, French and ICT.
- The school confidently estimates that the current Year 11 students are on track to achieve considerably better results this summer. This judgement is based on performance in mock examinations, tests carried out during the year and moderated coursework. Inspectors looked at work to verify this data.
- In 2014, the gap in GCSE English between the attainment of disadvantaged students and other students both nationally and in the school was approximately one and a half grades. In mathematics, it was approximately three quarters of a grade when compared with other students nationally and one grade when compared with other students in the school. The current data for Year 11 shows that there is no attainment gap between disadvantaged students and other students in the school in English and in mathematics it has reduced to one third of a grade.
- As a result of more effective tracking of students the school is now targeting disadvantages students for extra support earlier. School data and work in students' books shows that disadvantaged students are now making progress in line with other students in the school.
- The special educational needs coordinator monitors the progress of those students who are disabled or have a special educational need. As a result of targeted support the progress of these students is improving and is now more in line with that of other students.
- The proportion of most-able students making more than expected progress in mathematics and English at the end of Year 11 in 2014 was broadly average. Most make good progress but teaching was not sufficiently challenging to support more students attaining the higher A* to A grades at GCSE. However, in geography, English literature and ICT the proportion gaining these higher grades was well above average.

Current assessment data shows that progress for the most-able is improving across all Key Stages when compared to previous years.

- 'Catch up funding' used to support those students who enter the school below the nationally expected level in the Key Stage 2 National Curriculum tests is used appropriately. These students have received additional support with their reading and writing. These students quickly catch up and inspectors saw evidence of improvements in writing and students reading proficiently.
- Those students studying beauty and construction with the Melton Learning Partnership are making good progress. All are predicted to gain a GCSE in English, mathematics and science along with their vocational qualifications. The Year 11 students are all going on to study either the course they are studying at the next level or in to an apprenticeship.

The sixth form provision

is outstanding

- Melton Vale post 16 (MV16) centre recruits students from a number of schools in the immediate area. The proportion of students progressing from Belvoir High School has been low as students can access post 16 education closer to their school. However, the numbers progressing from the school to the centre are increasing.
- MV16 offers a good range of academic courses and a small number of vocational courses. A greater emphasis is placed on academic courses as almost all students entering the sixth form have higher GCSE grades. Therefore, the courses offered are suitable for the student intake.
- Students make outstanding progress in both academic and vocational subjects. Therefore, achievement at AS and A level along with vocational courses is high for all groups of students. The sixth form exceeds the requirements for the 16 to 19 programme of study.
- Leadership in the sixth form is outstanding because all leaders have the highest expectations of the students. Students' progress is systematically and rigorously tracked and swift and effective action is taken if a student is at risk of failing to make sufficient progress. Students told inspectors that they feel very well supported in their studies.
- Teaching is outstanding. Teachers are extremely knowledgeable about their subjects. They use their knowledge skilfully to plan lessons that students find highly interesting and motivating. As a result, all groups of students make at least good, and often outstanding progress, to achieve their target grades.
- There are relatively few disadvantaged students in the sixth form but they make the same outstanding progress as other students in the sixth form and other students nationally.
- The behaviour of students in the sixth form is impeccable. They are proud of the centre and told inspectors that it 'was the right place to study'. Students like the 'school' structure that which focuses on positive behaviour and encourages positive attitudes towards behaviour. This creates a purposeful and calm learning environment.
- Students say they feel very safe in the sixth form because of the high level of support they receive. The curriculum ensures that have information about how to keep themselves safe so they are able to make informed life-style decisions.
- Students receive high quality advice when they select their subjects and as result the number of students who complete their course and go on to study at university or onto employment.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138819
Local authority	Leicestershire
Inspection number	462001

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1062
Of which, number on roll in sixth form	473
Appropriate authority	The governing body
Chair	Brian Lovegrove
Headteacher	Kirstie Black (substantive Head of Centre)
Date of previous school inspection	14 May 2013
Telephone number	01949 844920
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