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27 March 2018

Mr Stuart Wilson  
Principal  
The Market Bosworth School  
Station Road  
Market Bosworth  
Nuneaton  
Warwickshire  
CV13 0JT

Dear Mr Wilson

### **No formal designation inspection of The Market Bosworth School**

Following my visit with Chris Stevens, Her Majesty's Inspector, to your school on 13 and 14 March 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because schools judged to be outstanding are exempt from inspection under section 5 of the Education Act 2005 unless they undergo significant change, for example, by adding a new key stage. The Market Bosworth School underwent a significant change. A new key stage, key stage 4, was added in 2014. The school received its first set of GCSE results in 2016.

### **Evidence**

Inspectors met with you, other senior and middle leaders, and members of the governing body. They also met with a group of staff and spoke informally with other staff during the course of the visit. Inspectors spoke with pupils in their lessons and around school. They also met groups of pupils from both key stages. They observed pupils' behaviour as they arrived in the morning, at breaktime, at lunchtime and between lessons. Inspectors considered parents' and carers' responses to Parent View, Ofsted's online questionnaire, and the views of pupils as shared in surveys conducted by the school.

Inspectors visited 28 lessons, some with a senior leader, and discussed the quality of teaching and learning observed. During these visits, inspectors looked at pupils' workbooks and spoke with them to evaluate the quality of their learning. Inspectors also observed three morning tutorial periods and an assembly.

A number of documents were scrutinised, including records in relation to pupils' behaviour and attendance, their attainment and progress, and the quality of teaching, learning and assessment. The school's plans for improvement and self-evaluation records were considered. Inspectors also evaluated the quality of pupils' learning and progress in a sample of pupils' workbooks in a range of subjects and different year groups. Inspectors scrutinised documents relating to safeguarding and child protection arrangements, including the school's recruitment checks on staff and volunteers.

## **Context**

The school is smaller than the average-sized secondary school. The proportion of disadvantaged pupils is smaller than the national average. The vast majority of pupils are of White British heritage and very few speak English as an additional language. The proportion of pupils who have special educational needs (SEN) and/or disabilities is higher than the national average. A small number of pupils have an education, health and care plan. The majority of pupils travel to school by bus. In 2014, provision was added in key stage 4. The school now provides education for pupils aged between 11 and 16.

You took up your post of substantive headteacher in September 2014, having previously been the co-headteacher. Since the previous inspection, an assistant principal has been appointed, with responsibility for progress and attainment. A number of new heads of department have also been appointed, following the expansion of the school to include provision in key stage 4.

## **Main findings**

You have maintained an outstanding quality of education in all aspects of the school. You are aspirational for pupils' success and hold the interests of pupils at the heart of all that you do. You have shared your very high expectations of staff and pupils. This has created a culture where everyone works collaboratively to reach them. You are supported well by an able senior leadership team. Leaders have a clear understanding of the school's strengths and priorities for further improvement. Action plans are specific and precise. There is a determination to maintain the school's strengths. Leaders make an ongoing effort to bring about continued improvement. They act on external advice, for example that provided by external reviewers. Furthermore, during the course of the inspection, leaders responded quickly as relative weaknesses were identified. They took immediate action to amend strategies, where relevant, and to develop plans for longer-term activity. Leaders evaluate the impact of their actions in most areas of the school's

work. They do not, however, evaluate the impact of the pupil premium funding in detail. This means they are unable to report its effectiveness to governors.

Governors are committed and share your high expectations and aspirations. They undertake regular monitoring visits and know the school well. You receive effective challenge from the governing body's committees, particularly the behaviour and safety committee and the progress and attainment committee. Governors recognise that the governing body has not requested the detailed information it needs to hold leaders to account fully for the use of the pupil premium funding. Governors, however, hold leaders to close account for the use of the Year 7 catch-up funding and the funding to support pupils who have SEN and/or disabilities.

Leaders have taken effective action to successfully implement the school's provision in key stage 4. For example, you have undertaken considerable research and ensured that teachers have received appropriate training. Since the school's expansion, you have focused on recruiting high-quality staff with the skills, knowledge and expertise to extend existing high-quality provision into key stage 4. You regularly review the curriculum to ensure that it meets the needs of changing year groups. For example, you are introducing vocational courses to complement the existing curriculum. You are also creative in planning the curriculum to ensure it is broad and balanced. For example, you made sure that pupils were able to study GCSE dance through additional, after-school lessons. Increasing numbers of pupils have now chosen to study this subject, which means it is now part of the standard curriculum. Pupils achieve well in dance.

The leadership of the provision for pupils who have SEN and/or disabilities is a strength of the school. Leaders have a strategic overview of the school's provision for this group of pupils. They track pupils' progress and attendance carefully and take quick and effective action to intervene. This ensures that pupils are effectively supported. For example, leaders liaise with external agencies so that pupils get the support they need. Staff are clear about individual pupils' needs and teachers provide well for pupils in lessons. Pupils who have SEN and/or disabilities are supported well in all aspects of school life.

Teaching is of high quality. Teachers have excellent subject knowledge and use this to plan activities which inspire and motivate pupils. As one pupil commented, 'We just enjoy feeding off our teacher's energy.' Teachers place considerable emphasis on developing pupils' vocabulary and oracy. Discussion and questioning is used effectively to help pupils to develop their understanding and reasoning. For example, an inspector observed a lively discussion about the Gunpowder Plot where pupils both responded to questioning and asked probing questions themselves. Teachers have an excellent understanding of pupils' abilities. They routinely plan activities that challenge pupils. Teachers provide high-quality feedback to pupils in lessons and pupils know what they need to do to improve their work. Teachers do not consistently apply the whole-school assessment and feedback policy, however. Leaders recognise this is a priority and plans are in place to develop this aspect of

the school's work further. Leaders are clear about where relative weaknesses in teaching can be found. They take effective action to support and challenge staff. This leads to continued improvement.

Pupils make excellent progress by the end of key stage 4. In 2016 and 2017, progress in the vast majority of subjects was faster than that seen nationally. Pupils' attainment is also higher than national averages in most subjects. In 2017 the proportion of pupils, including disadvantaged pupils, who achieved a standard pass in English and mathematics was considerably higher than the national average. The proportion of all pupils who achieved a strong pass in English and mathematics was also higher than the national average. Leaders' tracking information indicates that current pupils are making sustained rapid progress in the majority of subjects. Leaders predict that achievement in 2018 will exceed that from 2017 and will rise further in 2019. Teaching is weaker in French. In 2017, pupils made less progress in languages than other pupils nationally. Leaders have identified this subject as needing improvement and are taking action to improve the quality of teaching in this area. Some improvements are evident but this remains a priority.

Pupils have responded well to a new behaviour policy that focuses on developing positive attitudes to learning. Pupils are confident and self-assured. Teachers encourage pupils to develop their resilience and they are self-motivated and hard working. For example, inspectors observed pupils working independently in a GCSE dance group, producing work of a high standard. The vast majority of pupils take pride in their work and are keen to meet teachers' expectations. Boys' presentation, for example, is of noticeably weaker quality than that of girls. Leaders are aware of this and monitor this closely through their routine evaluation activities. Pupils' conduct is excellent. Pupils are polite, well-mannered and respectful. Low-level disruption in lessons is extremely rare. Pupils' behaviour around school is exemplary. Exclusions are used rarely. There have been no permanent exclusions since the school expanded to include key stage 4.

The curriculum provides ample opportunities for pupils to develop their understanding of fundamental British values. They understand diversity and recognise that others may hold values that differ from their own. Pupils are provided with opportunities to develop leadership skills, for example as peer mentors. Pupils enjoy and appreciate these roles. The curriculum ensures that pupils understand how to keep themselves safe in a variety of situations. Pupils say that bullying is rare but is taken seriously. They are confident that any instances of bullying would be dealt with swiftly and effectively if they did occur. Pupils' physical and emotional well-being is promoted. For example, pupils learn about anxiety and stress management. The tutor programme is comprehensive in preparing pupils for life in modern Britain.

Relationships between pupils and staff are extremely positive. Pastoral support is very strong. Teachers know pupils well as individuals which means they are able to

meet their needs. Pupils recognise that their teachers want them to do well and feel supported in all aspects of their life at school. A sense of care and nurture permeates the school. Leaders have ensured that safeguarding is effective. Simple systems are understood by all. Staff are well trained and recognise their responsibility to ensure the safety and well-being of pupils. Staff recruitment processes are rigorous.

Leaders monitor attendance carefully and take action to intervene and support where necessary. For example leaders work with external partners, individual pupils and families, to identify and overcome barriers to regular attendance. Whole-school attendance is consistently above the national average and steadily improving. Disadvantaged pupils, and those who have SEN and/or disabilities, however, do not attend as well as others.

### **External support**

The school's improvement partner provides effective support and conducts regular reviews of the school's effectiveness. The school is part of the 11 to 16 Excellence Group, a collaboration of schools in Leicestershire. This collaboration has provided valuable training and support to staff and leaders throughout the school. For example, staff attend network meetings to share good practice and to learn from others. Staff value the professional development opportunities they receive.

### **Priorities for further improvement**

- Improve the quality of teaching, learning and assessment in French to ensure pupils make faster progress.
- Evaluate the impact of the pupil premium funding precisely so that the governing body can hold leaders to account for its use.
- Improve the attendance of disadvantaged pupils and those who have SEN and/or disabilities.

I am copying this letter to the chair of the governing body and the regional schools commissioner and the director of children's services for Leicestershire. This letter will be published on the Ofsted website.

Yours sincerely

Deborah Mosley

**Her Majesty's Inspector**