



Market Bosworth High School and Community College

Inspection Report

Unique Reference Number 120245
LEA Leicestershire
Inspection number 280777
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Paul Joyce HMI

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

Type of school	Comprehensive	School address	Station Road
School category	Community		Market Bosworth
Age range of pupils	11 to 14		Nuneaton, Warwickshire CV13
			OJT
Gender of pupils	Mixed	Telephone number	01455 290251
Number on roll	602	Fax number	01455 292662
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	11 December 2000	Headteacher	Mr John Hemmingway

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

Description of the school

Market Bosworth High School and Community College is a popular choice of school with many pupils attending from out of the area. It is a smaller than average school with very low proportions of pupils who qualify for free school meals. There are fewer pupils from minority ethnic backgrounds than average and most pupils speak English as their first language. The proportion of pupils with a statement of special educational need is the same as levels found nationally, although the total number of pupils with learning difficulties and disabilities is lower than national levels. The school has a base for visually impaired pupils and works with the hearing impaired service.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good college with a few outstanding features. It provides a consistently good standard of education and gives good value for money. The college has improved since it was last inspected and has the capacity to improve further. Leadership and management are good and their developmental style is effective. There is strong commitment by the headteacher and the senior leadership team to continual improvement. Monitoring and evaluation of the quality of education provided is completed and they do improve provision. However, this information has not yet been collated and used to its full potential in monitoring the progress of different groups of pupils.

Staff and pupils are rightly proud of their college. Visitors are greeted with a friendly welcome and there is a strong ethos of care and support within the college. Relationships between staff and pupils are good and almost all pupils enjoy college life. Pupils are quick to point out how much teachers do for them and it is not surprising that they respect their teachers and each other. Instances of bullying or poor behaviour are rare and if they occur they are dealt with swiftly and effectively. This safe and supportive environment leads to high levels of attendance and creates good attitudes to learning.

Good care, guidance and support are provided by college staff who ensure a smooth transition when pupils move from primary schools. This highly effective pastoral support continues throughout the time pupils spend at the college. Academic support and guidance is satisfactory overall with pupils' effort in lessons regularly monitored and reported to parents. However, systems to monitor the individual progress of pupils in relation to expected levels of attainment are not as well developed.

Personal development is good. Pupils make a good and positive contribution to the community, with whole-college fundraising activities being especially successful. The promotion of healthy lifestyles is outstanding. The college operates a well attended breakfast club, promotes a good range of healthy option break time snacks and serves an extensive lunch time menu which always excludes burgers and chips. The food served is very popular with pupils and is nutritionally well balanced. Healthy lifestyles are further promoted by an extensive physical education curriculum and a wide range of extra-curricular sporting activities.

Good challenging teaching enables pupils to achieve well and reach high standards. Most, but not all, lessons motivate and challenge pupils who become engaged in learning. In good lessons, teachers prepare thoroughly and use high quality learning materials that enable individual pupils to progress at their own pace, pupils participate well and their learning is frequently checked. In a few lessons, although satisfactory, pupils are not as engaged and do not always make as much progress. These lessons are too directed by the teacher and do not sufficiently involve pupils. Assessment practices and the quality of feedback provided to pupils are inconsistent across the college. Pupils are not always aware of the level they are working at in relation to their

target level and are not always given clear feedback on what they need to do to improve.

The curriculum is good. It is broad and varied and caters for the needs of most pupils. Vocational taster courses, early entry to GCSE examinations, an extensive physical education curriculum and a good range of extra-curricular activities are particularly positive features of the curriculum. Four 'theme' days within the personal, social and health education (PSHE) programme are extremely effective in promoting healthy lifestyles and developing pupils' understanding of how to stay safe. However, the provision for citizenship and for the remaining PSHE curriculum which is taught during 'tutor time' is less effective and this is being reviewed by the college. Not surprisingly, given the many good features of the college, pupils achieve well and reach high standards. Achievements and standards are good overall and outstanding in science. Standards in English and mathematics are improving and pupils develop excellent skills which will contribute towards their future economic well-being.

What the school should do to improve further

- Develop monitoring and evaluation processes into a coherent programme that identifies the progress made by different groups of pupils.
- Make assessment practice and feedback more consistent across the college to enable pupils to understand what they need to do to improve further.

Achievement and standards

Grade: 2

Challenging teaching and good attendance mean that pupils achieve well. Pupils join the college in Year 7 with broadly average levels of prior attainment. They make good progress throughout the college and reach above average standards overall in national tests at the end of Year 9.

Pupils are particularly successful in science where achievements and standards are outstanding. In mathematics, standards are good and continue to improve. Standards in English have fluctuated more than they should. However, more effective teaching in English now ensures pupils of all levels of ability are set work that is sufficiently challenging and standards are improving. Most pupils meet or exceed the targets that are set for them, some by considerable amounts. The progress made by different groups of pupils is very similar and one hallmark of the college is the consistency of good achievement.

Personal development and well-being

Grade: 2

Pupils enjoy going to college and this is reflected in the above average attendance rates. They are proud of their college and enjoy their education. Pupils make a good contribution to the school community through the student council and they feel that their views are valued and acted upon. For example, the canteen has responded to pupils' requests to improve the variety of healthy eating options. Contributions to the

wider community include organising fund raising activities for a variety of causes. The college has an outstanding focus on the promotion of healthy lifestyles. Large numbers of pupils take up the wide variety of opportunities offered to develop personal fitness, from skipping to sailing, and pupils of all levels of ability take part.

The college is a safe environment and pupils comment that there is always someone to help should a problem arise. Behaviour is good apart from a small number of instances where teaching is less effective. Spiritual, moral, social and cultural development is good and is promoted in lessons and by a variety of popular visits. 'Theme days' which focus on issues such as tolerance, health and the world of work are much enjoyed and are highly effective in developing pupils' knowledge and skills. Activities include team and confidence building tasks and budgeting exercises. The development of these skills which contribute to pupils' future economic well-being are outstanding.

Quality of provision

Teaching and learning

Grade: 2

Learning is good and pupils make good progress because of good teaching. Positive relationships between teachers and pupils promote learning. Lessons are generally well planned and are effective. Many lessons actively involve pupils who participate willingly. The frequent checking of pupils' understanding is a prominent feature in many lessons. In the most successful lessons, learning support assistants are well deployed by teachers and they are extremely effective in assisting pupils. In a few lessons, teaching and the use of learning support assistants is less effective and hence learning is not as good. At times, there is insufficient pupil activity and too few checks on learning.

Assessment practice and the quality of feedback on marked work vary between subjects and there is no common system used. As a result, pupils comment that they are not always clear how well they are doing or what they need to do to improve.

Curriculum and other activities

Grade: 2

A broad and balanced curriculum ensures good personal development. The curriculum meets statutory requirements and is good with some significant strengths. There is good support for lower attaining pupils and those with learning difficulties and disabilities. The curriculum is particularly effective in promoting healthy lifestyles and in providing opportunities for pupils to explore the world of work. Four 'theme days' that form part of the PSHE curriculum are especially successful in promoting pupils' personal development. ICT is well used within the curriculum. Work with partnership institutions and the development of the Extended Schools programme provide opportunities for links with the community as well as some extensions to the college's own regular extra-curricular activities.

The college acknowledges that provision for the aspects of PSHE and citizenship that are currently taught during tutor time is not effective. These sessions are currently too short to enable meaningful learning to take place. It is also recognised that the time allocated to some subjects is inappropriate and a timetable review is planned to address this. Currently, insufficient time is allocated to religious education and the college does not fully provide a daily act of collective worship.

Care, guidance and support

Grade: 2

The college is proud of its caring ethos. This was best summarised by one member of college staff who remarked 'We are here for our children; if they are happy, we are happy'. Support begins for pupils before they enter the college as efficient processes are in place to ease the transition from primary schools. Good pastoral care, guidance and support are provided throughout the time pupils are at the college and they are well prepared for their move to upper schools. The Connexions service interviews all Year 9 pupils to support them in their option choices and pupils are given extensive information to enable them to make an informed decision. Academic support, whilst satisfactory overall, is not fully effective as systems to monitor pupils' progress against planned attainment targets are not sufficiently developed. Satisfactory child protection policies are in place and vulnerable children and families are well supported both in school and by a variety of outside agencies. Hearing and visually impaired pupils are well cared for and supported, enabling them to be fully integrated with other pupils and to take part in extra-curricular activities. The school nurses are available on a drop-in basis and provide valuable support for pupils.

Leadership and management

Grade: 2

The college's positive and developmental style of leadership has led to the engagement of all staff in change and, in nearly all subjects, to increasing standards over the last five years. Weaknesses in provision are identified accurately and the actions taken to remedy them, including some creative approaches, are appropriate. The college's self-evaluation is accurate. Senior staff and subject leaders monitor the college's performance effectively but do not always make the best use of this information. For example, the extensive range of data, both held centrally and in departments, is not analysed in enough depth to identify the progress of different groups of pupils. The monitoring of teaching focuses too much on the teacher's input rather than what pupils have learned and is not linked to pupils' progress. These missed opportunities reduce the pace of improvement, a point recognised by senior leaders.

Governors provide good support for the college and many challenge the college effectively and bring about improvement. The college consults with many groups, including parents and pupils, and keeps them well informed. Almost without exception, all parents and carers who returned inspection questionnaires either agreed or strongly

agreed that the school was well led and managed. Leaders and managers provide the school with the capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, your college was recently inspected and this letter is to tell you about the outcome of the inspection. Before I do, I would like to thank you all for your help during our visit. We enjoyed meeting you and your comments helped us form our judgements about your college.

Many of you told us that you really enjoy going to the college. Most of you thought the staff were very friendly and they helped you to learn. Many of you said that the sporting activities that are arranged for you are good and that the food served is very nice.

We found that your college is good and the staff look after you and teach you well. Most of you make good progress and achieve high standards. You are well supported from the time you join the college to the time you leave, with excellent advice and guidance given in Year 9. The range of sporting activities and healthy food that the college provides to ensure you can be healthy is also excellent.

We did find some areas which could improve further to make your college even better. These are:

- to improve the way the college managers monitor the progress you make
- to improve the way your work is assessed and how you are told to do better.

You will be pleased to hear, as we were, that your headteacher and the other staff are aware of these issues and there are already plans to make the improvements. You can help the school staff by continuing to concentrate and work hard in all of your lessons. We wish you well in the future.