

Bosworth Community College

Inspection report

Unique Reference Number	120266
Local Authority	Leicestershire
Inspection number	307211
Inspection dates	26–27 September 2007
Reporting inspector	Rashida Sharif HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	14–18
Gender of pupils	Mixed
Number on roll	
School	932
6th form	405
Appropriate authority	The governing body
Chair	Stuart Annan
Headteacher	Sue Rothwell
Date of previous school inspection	24 March 2003
School address	Leicester Lane Desford Leicester LE9 9JL
Telephone number	01455 822841
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Introduction

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

Description of the school

Bosworth Community College is a large oversubscribed school, which became a specialist sports college in 2003. The students come mainly from three local secondary schools. Nearly 15% of the students are from a range of minority ethnic backgrounds with very few at early stages of learning English. The proportion of students with learning difficulties and/or disabilities is above the national average, but the proportion with a statement of special educational need is below the national average. Fewer students than average are eligible for free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The college's overall effectiveness is satisfactory with some aspects that are good. Students' personal development and well-being and their spiritual, moral, social and cultural development are good. Students' behaviour is good. Students enjoy their learning in a safe and supportive environment. Their views are routinely sought and taken seriously, instilling confidence and giving students a sense that they matter. The majority of parents are positive about the college's work. It provides a good curriculum, underpinned by an impressive, strong extra-curricular and sports provision, which students enjoy. Students are well prepared for the next stage of their education and for their future working lives. They make good contributions to the community, such as helping younger students with their reading. They feel that there is a good ethos in which both teachers and students have mutual respect for each other.

Students' standards are average and students' achievement is satisfactory. Students join the college with just above average standards. They leave with above average standards in English, standards in science remain below average, as does the achievement of middle ability boys in mathematics. Students from minority ethnic backgrounds make satisfactory progress. Good support helps students with learning difficulties and/or disabilities to make good progress. Students' achievement is improving after a dip in 2006, due largely to staffing difficulties which are now resolved. The college's system for monitoring students' progress against their academic targets is used well to identify those in need of support. Effective intervention programmes, including literacy support, helped students to get back on target. This is evident in the 2007 results where results in GCSE English reached the highest the college has ever achieved at 67% A* to C grades. The quality of teaching and learning is satisfactory in Years 10 and 11, and good in the sixth form. Teachers have good subject knowledge. However, some lessons lack the range of learning approaches featured in several of the good lessons, and activities do not always meet every individual's needs as effectively. Consequently, not all students receive the challenge needed to enable them to progress as quickly as they could. The college is engaged in a debate about the effectiveness of teaching and learning for students, with an aim to develop teaching that focuses more on learning.

The specialist school status is making an impact across the college. The use of professional development coaching involving the physical education department and other trained staff has resulted in a change of ethos and the introduction of new strategies especially in the core subjects. The targeting of some students for sports-related topics in English has been successful in raising standards. This strategy is now being applied more widely. The specialist school's focus has also enabled provision of a wide range of sports-related courses being made available to the community. Links with feeder high schools and local primary schools have also been strengthened.

Leadership and management are good. Complacency has no place at Bosworth Community College. The headteacher, with good support from the governing body and senior leaders, provides purposeful direction, sharply focused on raising standards. Some of the impact of the good work of the leadership team has been held back by staffing difficulties, particularly in science. Nevertheless, the college has made good progress since the last inspection. The greater stability in staffing, the restructuring of the extended leadership group, the rigorous self-evaluation, coupled with well directed actions by the senior leadership team, are leading to some improvements in teaching. The impact of this is not yet evident in some subjects, for

example mathematics and science. Nevertheless, the college has the demonstrable good capacity to improve further and is well placed to build on its current developing practice.

Effectiveness of the sixth form

Grade: 3

The quality of provision in the sixth form is good. This has been achieved by offering and developing an impressive range of 29 different courses for students entering the sixth form, including a range of vocational courses that are well matched to their individual needs. Students enjoy their studies and are well supported both academically and personally. Consequently, they undertake significant roles in the rest of the school, willingly giving their time to mentor younger students and help in a range of clubs and activities. Teaching and learning are good. Teachers encourage students to take responsibility for their learning and promote their independent research skills well. There are regular systems for reviewing students' progress that ensure that early support is provided for those who need it. However, the college recognises that the level of guidance and support the students receive directly from their tutors is inconsistent. Effective measures have improved attendance to a satisfactory level. A very high proportion of students continue their education at university.

What the school should do to improve further

?Improve the achievement of all students especially in science and middle ability boys in mathematics at Key Stage 4. ?Ensure that teaching focuses on learning through broadening the range of teaching and learning styles to involve students more actively in their learning. ?Ensure that feedback and marking consistently provide students with clear guidance on how to improve further.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Grade for sixth form: 2

Standards at the end of Key Stage 4 are average. This represents satisfactory achievement from the students' slightly above average starting points on entry to the college. Results in GCSE examinations rose sharply in 2007, especially at the higher grades. Students reached most of their realistic targets. This improvement is, in part, because staffing difficulties which affected students' achievement in 2006 have been resolved. In addition, the wide range of strategies the college has put in place, such as closer monitoring of students' work and improved preparation for examinations, has accelerated students' progress considerably. Students achieve well in English, where standards are securely above average. However, students do not make enough progress in science. A small minority of middle ability boys do not make as much progress as they should in mathematics. Again, this is improving rapidly, because of the effective action being taken by the school. Most specialist school targets have been met and students achieve well in dance. Students with learning difficulties and/or disabilities make good progress because of well-organised support.

Students in the sixth form make good progress, with A level students reaching broadly average standards from below average starting points. Achievement is especially good in sports science,

film studies, sociology, fine art, applied media and law. Some of these courses have been introduced recently to meet the wider range of students' needs. Achievement in many AS courses is good. The college has reviewed its entry policy for general studies and biology to meet the needs of its students, and in order to reduce the number of students who do not gain a grade.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

Personal development and well-being of the students are good. The great majority enjoy being in college, behave really well and show positive attitudes in lessons. The level of attendance is in line with the national figures, and the college works hard to encourage parents to understand the importance of avoiding holidays in term-time. Students confirm that behaviour has improved with the introduction of a new policy last year. Bullying is rare but, if it occurs, the staff deal with it quickly and effectively. Racial harmony is a strength of the college. Students respond well to opportunities to undertake responsibilities. Peer mentoring contributes to the positive ethos of the school.

The students' spiritual, moral, social and cultural development is good. They are considerate to others, resulting in good relationships between students and with the staff. The college council enables students to influence what happens in the college. They have a good awareness of different cultures both around the world and in Britain, but this is not always reflected in the displays around the college. An impressive range of sporting activities leads to a good understanding of the benefits of exercise. The college provides a good range of well-organised opportunities to enable students to have a good understanding of the world of work and business.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 2

The quality of teaching and learning are satisfactory in the main college and good in the sixth form, but there are examples of good and outstanding teaching, especially in English and mathematics. Teachers have a good command of their subject so that teaching is accurate. Very positive relationships and teachers' high expectations of students mean behaviour in most lessons is good and students show good attitudes to learning. Teaching assistants linked to subject areas provide good specific support, particularly for students with learning difficulties and/or disabilities. Therefore these students achieve well. The college has implemented rigorous procedures to monitor and improve teaching, which are raising the quality of teaching and learning and starting to lift achievement. Students enjoy their work when the learning is planned to be fun; they are made to think by their teachers and to share their ideas, which they do well. The quality of marking in the college is variable and does not always tell the students what they need to do to further improve their work. The challenge for the college is to provide more opportunity for students to know how to improve their work and to maintain its focus on the impact of teaching on learning. The specialist college status is having a good impact on the

quality of teaching and learning in some areas. This is due, in the main, to the work of the professional development team including those from the physical education department.

Curriculum and other activities

Grade: 2

Grade for sixth form: 2

The curriculum is good. It has breadth and balance and meets students' needs and interests well. It helps students to develop good personal skills. The college offers different pathways for students' different interests and aptitudes. These include a wide range of academic courses and vocational programmes, such as business studies and health and social care. Close links exist with a local college of further education, which helps to broaden the range on offer even more. The needs of higher attaining students are met through setting according to ability range and the courses such as triple science and critical thinking. Almost half of the students benefit from an impressive range of out-of-school activities. The take-up for sports is outstanding. The college is enterprising in offering a new course in digital applications that all students follow in Years 10 and 11, with opportunity for them to follow other modules as part of their GCSE options. Good links exist with the local family of schools. Some bridging projects help to link the curriculum between Year 9 and the next stage of students' education. The specialist college status has led to a wider range of courses being offered, such as dance and the Junior Sports Leader award. These activities add to students' experiences and enhance their personal development and well-being, as well as help them prepare for their future education and work.

Care, guidance and support

Grade: 3

Grade for sixth form: 3

The provision for care, guidance and support is satisfactory. The students' welfare is a high priority for the college and pastoral care is strong. All learners are supported well and feel safe in the college environment. Issues, if and when they arise, such as cyber-bullying, are dealt with effectively. Procedures for safeguarding learners meet requirements, and the arrangements for child protection and risk assessments are robust. The college is particularly successful in meeting the needs of students with learning difficulties and/or disabilities and the more vulnerable students. Mentoring is targeted well so that those at risk of disaffection are encouraged. Not all students are clear about their progress and what they need to do to improve their work further. Guidance through marking is of variable quality both across and within departments. Links with outside agencies are used to good effect to provide additional support. Students are given a voice in the college through the college council and this enables them to be active citizens. They are supported well at transition times and good links with the three local schools ensure a smooth transfer at the end of Year 9.

Leadership and management

Grade: 2

Grade for sixth form: 2

Leadership and management of the college and the sixth form are good. This judgement reflects the improvement since the last inspection. The college recognises that further work is needed to ensure that all students achieve well.

The headteacher's dedication and hard work have provided strong and purposeful leadership through a period of significant change. Her vision and approach to improving the college further underline the principle that 'every child matters'. The senior leadership team and the governors share this vision. The team has worked effectively together to establish a clear focus on raising achievement throughout the college with the ever changing and growing student population.

The senior leadership team is fully involved in the school improvement planning process and in monitoring and evaluation. The college aspires to improve even further through working with and building the capacity of its extended leadership team. Although the systems for monitoring its performance have improved in recent years, evaluating whether actions have had an impact on the overall students' achievement is still underdeveloped. Self-evaluation at a whole-college level is accurate and there have been good improvements since the last inspection. Senior leaders have a good grasp of the quality of teaching as they regularly observe lessons. New systems for lesson observation have been introduced and there is now a clearer focus on judging learning and the progress made by students. The extended leadership team is involved in the process and the college is working hard to get more consistency in its judgements.

Governors are committed, actively support the college and hold senior managers to account. They are involved in the strategic planning and self-evaluation processes. There have effective committee structures, financial management and control. The college's status as a specialist sports college has helped to improve the accommodation and the environment considerably since the last inspection.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	2	2
The capacity to make any necessary improvements	2	2

Achievement and standards

How well do learners achieve?	3	2
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	2
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	2	
The attendance of learners	3	
The behaviour of learners	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	3	3

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

28 September 2007

Dear Students

Inspection of Bosworth Community College, Desford, Leicester, LE9 9LT

Thank you for helping us with the inspection of your college. We very much enjoyed talking to you and the things you told us helped us to complete our task more easily. We particularly want to thank those students on the college council who gave up their lunchtime to meet with us.

We judge that your college is satisfactory with some notable strengths. You told us that you get on well with one another, and we agree. You make a good contribution to the college through the student council. You understand the importance of being healthy and keeping fit, noted through your participation in the impressive number of extra-curricular activities, including sports. We found that your teachers look after you well and you are supported so that the great majority of you attend regularly and enjoy your education. You told us that when you experience any difficulties or are unhappy in any way, your teachers and the college mentors help to sort things out for you. We found that you benefit equally well through the good curriculum provision which offers a broad range of academic and vocational courses.

We believe that the people who lead the college are doing a good job. They know the college's strengths and areas that need to be developed further. We think that more of you could make better progress in your lessons if teaching took more account of what you are learning and gave you tasks that are hard enough to really make you think.

In discussion with the headteacher, the senior leadership team and the chair of governors, we have asked the college to:

?improve the achievement of all students especially in science and middle ability boys in mathematics at Key Stage 4 ?improve the quality of teaching further to ensure that the focus is on learning and involves you more actively in lessons ?make sure that feedback and marking consistently provide you with clear guidance on how to improve your work further.

With all best wishes for your future

Rashida Sharif Her Majesty's Inspector

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- make sure that feedback and marking consistently provide you with clear guidance on how to improve your work further.

With all best wishes for your future

Rashida Sharif
Her Majesty's Inspector