

Market Bosworth High School and Community College

Inspection report

Unique Reference Number	120245
Local Authority	Leicestershire
Inspection number	327240
Inspection date	1 July 2009
Reporting inspector	Daniel Burton HMI

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

Type of school	Middle deemed primary
School category	Community
Age range of pupils	11–14
Gender of pupils	Mixed
Number on roll	
School (total)	596
Appropriate authority	The governing body
Chair	Mike Preston
Principal	John Hemmingway
Date of previous school inspection	14 June 2006
School address	Station Road Market Bosworth Nuneaton CV13 0JT
Telephone number	01455 290251
Fax number	01455 292662

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of school strategies to raise achievement in English
- the contribution of the curriculum to pupils' achievement and personal development
- the achievement of different groups of learners.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self- evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Market Bosworth High School and Community College attracts pupils from Leicester City as well as the school's catchment area. The proportion of pupils of minority ethnic heritage is below average, and there are very few students for whom English is an additional language. The proportion of students with learning difficulties and/or disabilities is broadly average, as is the proportion of students with a statement of special educational needs. The school has been designated as a disability pathway school by the local authority. Within the school, there is a base for students with visual or hearing impairment and provision to meet the needs of pupils who require daily physiotherapy. There are a small number of looked after children. In September 2008, the college became a specialist sports college. Cadeby Lane Stepping Stones pre-school group is also on the school site, though it is not managed by the school's governing body and is inspected separately.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. The principal's exceptional commitment to meeting the needs of every pupil is shared by all staff and has led to continued and sustained improvement since the last inspection. The school is highly valued by the local community and its popularity is reflected in the high proportion of pupils who attend from outside the school's catchment area. One parent, typifying the views of many others who responded to the parental questionnaire, wrote, 'The school has children at the heart of all it does.'

The curriculum is exceptional and makes a major contribution to pupils' personal development and academic achievement. Day-to-day lessons are complemented by an extremely flexible approach to timetabling with the result that learning is varied and fun. The inspection coincided with the school's annual international theme day, designed to develop pupils' understanding of the wider world. Pupils benefit from opportunities to take part in a range of activities, including Bollywood dancing, three-dimensional Brazilian art work and movie making, and made exceptional progress in their understanding of international cultures. Other opportunities are regularly provided to develop wider skills, for example in financial management and problem-solving. The 'playspace' scheme exemplifies the principal's determination that every moment of the day is productive. The range of lunchtime activities provided is excellent, including sports and games, and is highly valued by pupils. Some pupils also benefit from the opportunity to take GCSE art at the end of Year 9, resulting in some truly exceptional work. The school's recent award of specialist status in physical education reflects its extremely strong provision for sports. This is increasingly being used to enhance provision in other curriculum areas, for example in mathematics and French. The excellent curriculum is complemented by a good range of visits, including an annual ski trip, cultural visits to France and outward bound activities in Snowdonia.

Standards are significantly higher than those seen nationally, with strengths in science, mathematics and information and communication technology. Very high standards in science have been sustained since the last inspection, and standards in mathematics have improved and are now exceptionally high. Standards in English have also improved as a result of effective actions taken to improve pupils' writing and are now above average. All pupils make good progress in their learning and for most, progress is outstanding. The progress of pupils with learning difficulties and/or disabilities is at least good and for many, particularly those with complex physical needs, again, progress is outstanding. Rigorous monitoring of more vulnerable pupils, including looked after children, ensures that all groups of learners achieve exceptionally well.

High levels of academic achievement are complemented by pupils' outstanding personal development. Pupils report that they really enjoy school because they get on well with their teachers and each other. They relish opportunities to take part in activities outside the classroom. As one said, 'The activities in this school make it buzz.' Pupils are keen to support each other and the school's peer mentoring scheme is well developed and highly valued. The school council is articulate and contributes significantly to school improvement, for example through its work to improve toilet facilities and outside seating areas. The eco-school group are highly committed to developing the school environment and are currently devising plans to develop the swimming pool area. Many pupils work as junior sports leaders with younger learners from local primary schools, typifying their outstanding commitment to healthy lifestyles. Pupils report that, while there is a small amount of bullying, it is always effectively dealt with. As a result, they say they

feel extremely safe in school. Attendance overall is above average, although a very small minority of pupils do not attend regularly enough. Inspectors witnessed consistently exemplary conduct in lessons and around the school. However, pupils report that a small number of lessons are sometimes spoilt by poor behaviour. Personal development is very effectively supported by a well-planned and discrete weekly personal development programme. This helps ensure pupils' well-being through, for example, drugs and relationship education.

Pupils achieve particularly well because they enjoy their lessons so much. Many lessons are designed to promote enjoyment and achievement through opportunities to engage in practical learning activities. Learning objectives are always clear so that pupils are able to judge how much they have learned by the end of the lesson. Regular opportunities to develop independent and team-building skills complement pupils' high standards of attainment and ensure excellent preparation for their future economic well-being. Accurate use of assessment ensures that lessons are pitched closely to the needs of individual learners. In the best lessons, pupils are fully involved in assessing their own and each other's work with the result that they can quickly identify how to improve. Inspectors saw some outstanding marking, which was tightly focused on promoting improvement. Pupils particularly benefit from opportunities to reflect and comment on the teacher's marks, in mathematics, for example. They also appreciate the target sheets they have in some subjects which make the next steps in their learning very clear.

Provision for care, guidance and support is outstanding overall, with support for vulnerable students, including those who make use of the school's specialist unit, particularly strong. Staff are committed to breaking down barriers to learning. Learning support assistants are deployed effectively, especially when they are used to support learning in specific curriculum areas. Visual and hearing impaired pupils benefit from the excellent support of a committed team who ensure that provision in all lessons fully matches their needs. This reflects the school's strong commitment to inclusion and ensures that all learners are able to do the best they can. Senior managers ensure that the needs of pupils at risk of underachieving are quickly identified and met. For example, school strategies to promote the well-being of a small group of girls at risk of underachievement have helped improve their attitudes towards school and resulted in increased progress. Transition arrangements are excellent. One Year 7 pupil articulated the views of others by describing their induction into the school as 'brilliant'. The school engages with a wide range of external agencies, including a school counsellor, to ensure that individual needs are met. Arrangements to safeguard children meet statutory requirements and risk assessments are extremely detailed. School leaders closely monitor attendance and use external support, when available, to improve the attendance of the very small minority of pupils whose attendance is too low.

Leadership and management of the school are excellent. Since the last inspection, the principal and his team have consolidated areas of strength and have proved to be highly effective at identifying and addressing points for improvement. Partnership work with local primary schools is an area of particular strength and is promoted through a wide range of curricular links and shared provision, for example in information and communication technology. Parents are highly appreciative of improvements to the school's reporting system which mean that they are kept well informed about their child's progress. The school sets very challenging targets, and most groups of learners consistently meet them. Middle managers provide good leadership for their teams and monitor pupils' progress so that underachievement can be quickly addressed. Year leaders provide very effective pastoral support. However, their role has not yet fully developed to enable regular tracking of academic progress across the curriculum; as a result, they do not

get the full picture of their charges. The governing body provides good support for the school and challenges school leaders to ensure that new initiatives are rigorously planned.

The school's work to promote community cohesion is exceptional. Strong links with the local community are complemented by the school's commitment to promoting cohesion amongst the national and global communities. For example, the school has developed links with local communities who are seeking asylum. Days with the theme of tolerance are used to promote understanding of other cultures with the United Kingdom community, for example through study of Romany cultures. The school has well established links with a school in Kenya and has begun to develop links with another school in Nigeria. Pupils have also exchanged local recipes by email with pupils from a school in France. Inspectors agree with the parent who wrote, 'We think Market Bosworth is an outstanding school.' The school has outstanding capacity to improve further.

What the school should do to improve further

- Develop the role of year leaders to enable more regular monitoring of pupils' academic achievement.

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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
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

2 July 2009

Dear Pupils

Inspection of Market Bosworth High School and Community College, Market Bosworth CV13 0JT

Thank you for the warm welcome you gave the inspection team during our recent visit to your school. We really enjoyed seeing you at work during the international theme day and talking to you in meetings and lessons. We certainly valued hearing your views about your school. The inspection team judges that your school is outstanding, and these are the main reasons why.

- The curriculum is excellent and provides lots of opportunities for you to learn in a fun way, find out about other cultures and develop into very effective learners.
- You make outstanding progress in your work. As a result, standards are very high in mathematics and science and are now above average in English.
- Teaching has improved since the last inspection and has resulted in you making even greater progress than before.
- You really enjoy school and particularly appreciate the extra-curricular activities provided. One of you told us that these activities make the school 'buzz!'
- You benefit from good opportunities to take responsibility through the school and eco-councils, the learning mentor scheme and your work as junior sports leaders.
- Your principal and his team are doing an excellent job and really know how to make the school even better.

We have asked your school to improve by

- developing the role of year leaders so that they can monitor your progress in lessons even more effectively.

You can help by continuing to do your best in all of your lessons. One or two of you will do even better if you make sure you come to school every day.

Thank you again for your help with the inspection. We wish you and your school every success in the future.

Yours faithfully

Daniel Burton

Her Majesty's Inspector