

Inspection of Bosworth Academy

Leicester Lane, Desford, Leicester, Leicestershire LE9 9JL

Inspection dates: 14 and 15 November 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Outstanding

The headteacher of this school is Simon Brown. This school is part of LiFE Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Parkinson, and overseen by a board of trustees, chaired by Liz Warren.

What is it like to attend this school?

The school has high expectations of what pupils can achieve. Pupils are encouraged to 'be better than you thought you could be'. There is strong focus on helping pupils develop the '6 Cs' of character, citizenship, collaboration, communication, creativity and critical thinking. Pupils explore these '6 Cs' during tutor time, in lessons and across the wider curriculum. They understand how these aspects prepare them well for future challenges.

Pupils feel safe in school and are well supported. They know who they can talk to if they have any concerns. Pupils say that bullying is rare. Most pupils think that the school deals with any bullying issues well. Most parents agree. The school is calm and orderly. Pupils usually behave well in lessons and during unstructured times. Pupils are punctual to lessons and most attend school well. There are positive and mutually respectful relationships between staff and pupils.

There are plenty of opportunities for pupils to contribute to school life and develop their leadership skills. Older pupils mentor their younger peers. Sixth-form students help pupils in key stage 3 improve their reading. Some pupils value being a member of the student council. Others promote diversity as 'Stephen Lawrence diversity ambassadors'. Pupils also enjoy being sporty or creative, for example, by taking part in Bosworth Productions, playing football or basketball and contributing to 'live lounge' sessions.

What does the school do well and what does it need to do better?

There is an ambitious and well-planned curriculum in place for all pupils, including pupils with special educational needs and/or disabilities (SEND). The range of subjects that pupils learn reduces in Year 9 when they begin to study their key stage 4 courses. However, the English Baccalaureate is at the heart of the school's curriculum. This means that most pupils continue to study a modern foreign language.

Most teachers use their strong subject knowledge to deliver the curriculum effectively. However, leaders do not always have a precise understanding of how well staff use the school's agreed practices to deliver the curriculum. This means that sometimes inconsistencies are not always addressed.

Teachers know what pupils should learn and when. This helps pupils to build on previous knowledge. As a result, most pupils including pupils with SEND, achieve well. Most teachers explain new content clearly. They carefully explain learning activities to pupils. On occasions, this is not done well. This means that sometimes, some pupils are unsure of what to do and do not always complete their work.

Most teachers use effective questions to develop and extend pupils' learning. Sometimes, some teachers do not always check pupils' understanding carefully enough. This means that sometimes gaps in learning or misconceptions are not addressed. As a result, some pupils do not learn as well as they could.

Teachers get clear information about how to meet the needs of pupils with SEND. Most teachers use this information well. This means that pupils with SEND can access the same curriculum as their peers. Most pupils with SEND achieve well.

The school has prioritised reading. There is a detailed programme in place to develop pupils' love of reading. Pupils who need extra help to read fluently get the support they need to catch up with their peers.

Students in the sixth form experience an ambitious curriculum across a broad range of subjects. Sixth-form teachers use their expert subject knowledge to deliver the curriculum effectively. Students benefit from high quality support and guidance. This helps students to progress through the curriculum and achieve well. They are well prepared for their next steps. Many students move on to suitable education or training placements, or employment.

The school has high expectations of pupils' behaviour. Pupils understand how they should behave and demonstrate this in lessons. Low-level disruption in lessons is rare. When there is some off-task behaviour in some lessons, teachers do not always address this. This means that a few pupils do not always engage well with their learning.

The programme to support pupils' personal development and to develop their character is well planned. Pupils know to treat others who may be different from them with respect. The school's work on anti-racism supports this well. Pupils value learning about different religions and cultures. They know how to keep themselves safe online. They learn about healthy lifestyles and the importance of consent. However, some pupils do not have a secure understanding of fundamental British values. This means that some pupils are not as well prepared for life in modern Britain as they could be.

Staff are very proud to work at the school. They feel well supported and access a wide range of opportunities to support their professional development. Those responsible for governance fulfil their statutory responsibilities and hold leaders closely to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not always check pupils' understanding well enough. This means that gaps in learning and misconceptions are not always addressed. As a result, some pupils do not learn as well as they could. The school should ensure that all teachers systematically check pupils' understanding so that the learning can be adapted to ensure that pupils secure the knowledge they need.
- Some pupils do not have a secure understanding of fundamental British values. This means that they are not as well prepared for life in modern Britain as they could be. The school should ensure that all pupils have opportunities to develop their understanding of fundamental British values.
- The school does not have a precise understanding of how well staff are implementing agreed practices to deliver the curriculum. This means that a few elements of curriculum implementation are inconsistent. The school should ensure that quality assurance procedures give an accurate view of how well staff are implementing the curriculum so that any inconsistencies can be addressed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137969
Local authority	Leicestershire
Inspection number	10288334
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1623
Of which, number on roll in the sixth form	365
Appropriate authority	Board of trustees
Chair of trust	Liz Warren
CEO of the trust	Chris Parkinson
Headteacher	Simon Brown
Website	www.bosworthacademy.org.uk
Date of previous inspection	14 and 15 June 2022 under section 8 of the Education Act 2005

Information about this school

- The school is part of the LiFE Multi-Academy Trust.
- The school uses two registered and nine unregistered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: mathematics, geography, modern foreign languages, physical education (PE) and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited tutor time sessions.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaires.
- An inspector held telephone conversations with the representatives of the alternative providers used by the school.
- The lead inspector met with trustees and members of the local governing body, including the chair of trustees, the chief executive officer of the multi-academy trust and the chair of the local governing body.
- Inspectors met with the headteacher, the two deputy headteachers, and the assistant headteachers.
- The lead inspector met with the director and deputy director of school improvement from the trust.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Jenny Brown

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John Morrison

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