

Whole Education

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Peer Review



Bosworth Academy

23rd June 2016

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The Whole Education Network supports schools across the country to provide an engaging education that develops the skills, qualities and knowledge of young people. The Whole Education Peer Review process is designed to affirm, validate and celebrate the progress schools are making in providing a fully rounded education for their young people whilst helping schools to reflect upon their school improvement journey and plan their next steps.

Headteacher: Chris Parkinson
Peer Reviewer: Mark Woods

Thank you for welcoming me to Bosworth Academy and for the time and support given by yourself, your staff and the students to the Peer Review process.

The purpose of the Peer Review report is to:

Describe	the school's context and the key features of its whole education practice
Consider	the school's self-review of its whole education provision in the agreed areas of focus
Explore	the impact of whole education values and approaches across the school community
Evaluate	the depth, breadth and quality of current provision in light of the Peer Review process
Suggest	agreed next steps for the school
Connect	you with further links and opportunities across the network

The Peer Review Framework has four stages:

Aspiring: *committed and introducing*

There is a clear intent to providing a whole education which is demonstrated by examples which are in the early stages of practice and implementation but yet to have a demonstrable impact across the school.

Emerging: *introducing and beginning to have impact*

There is clear evidence of initial impact demonstrated by examples which are beginning to add value to the quality of the whole education experience across the school.

Impacting and Sustaining: *impacting and inspiring*

There is a clear impact across the school which enriches the educational experience of its young people. This is demonstrated through approaches which add value in both conventional and other measures and will be of interest to the wider network.

Transforming and Inspiring: *radical and innovative*

There are clearly inspirational approaches to offering a whole education. These have a significant impact in adding exceptional value to young people's experience and outcomes in both conventional and other measures. The school models innovative and effective practice and is well placed to influence wider school and system transformation.

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Description

Bosworth Academy converted to academy status in April 2012 when it was a 14-18 upper school. As a result of local reorganisation it became an 11-18 secondary school in September 2014 and now has Years 7 and 8 within its Key Stage 3 (KS3) provision. It is a larger-than-average academy. The academy's Year 7 intake is emerging from schools that have similarly undergone a significant change in the restructure. The reorganisation has presented many structural challenges in terms of finance and relationships with local schools; however it has also provided the exciting opportunity to create a new "bridge" between KS2 and the academy's offer at KS4 and 5 which the academy staff has grasped. Most students are from White British backgrounds, with around 18% from other minority ethnic groups. The proportion of students who speak English as an additional language is below the national average. The proportion of students in the school who receive special educational needs (SEN) support is above average, however, the number who have a statement for their special needs is below average. Fewer than average students are from disadvantaged backgrounds. The academy is rated 'Good' by Ofsted, is part of the Leicester Teaching School Alliance and has recently been awarded the 'Gold Status' for Investors in People.

Key notable aspects of the school are how the philosophy of the "Fourth Way" has been used as a underpinning philosophy for its development, how the structural reorganisation has prompted a re-evaluation of the full scope of the school's community and how the school can connect with this for the benefit of all stakeholders.

Exploration of the impact of whole education provision across the whole school

There is strong commitment to providing a whole education both within the academy and through its staff and student engagement in community and wider partnerships. The Headteacher is committed to the "fourth way" philosophical direction provided by Hargreaves and Shirley. The influence of this was apparent in the regular communication of these ideas through displays around the school, particularly in the staff room, and in discussion with staff. Students talk with great pride about their school and have a very clear sense of the importance of the core curriculum but are both engaging with and excited by the wider opportunities that emerge from the academy's commitment to providing a whole education.

Leadership and Culture

The approach to leadership at all levels and the culture are impressive aspects of the school. The senior leadership team have created a culture and ethos that enables students and staff to thrive in partnership and to achieve together. The adoption of a developed evidential academic approach has provided a clear framework for the academy and staff to engage with, as well as the confidence that their work is predicated upon solid academic research. This commitment to professional learning and self-improvement establishes a positive role model for the entire school to replicate. The revolutionary zeal that this has apparently inculcated in the Assistant Principal leading on this aspect of the academy's provision of a whole education is clearly having an effect on many young people and fellow professionals. When the current Headteacher arrived, the College was very much a Leicestershire community college with all of the positive and less positive associations that this carries. The school took a relatively passive role in supporting young people.

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The Headteacher and the Assistant Headteacher spoke of working hard to shift a culture over time and, in the main, in what the reviewer observed this is a significant achievement. The reorganisation has re-created some of these challenges once more but the academy's approach makes it particularly well-placed to build on and extend its positive culture. The assessment of Gold Investors in People is a clear reflection of this. The IIP recommendation that the academy should develop the role of its student leadership and support staff appears to be being acted upon as structures are in place and it is clear that the support staff are ready to undertake these enhanced roles. However, from the evidence presented to the reviewer, there is still a journey to be undertaken to make this spread and last.

The member of the leadership team responsible for the adoption of Fourth Way practice has led an impressive improvement journey based around learning and linked to Performance Management and clear expectations – and on the visit indicated continued commitment to honing this, with a new target incorporating expeditionary learning. The Chair of Governors spoke with great enthusiasm and knowledge of how the academy's journey has transformed its relationship with the local community.

The reviewer feels that this focus area is at stage 3 **Impacting and Sustaining: impacting and inspiring**, although there are developing aspects of **Transforming and Inspiring: radical and innovative**

Curriculum Design

The curriculum offered is in the main fairly conventional and focuses on an academic offer, which means it is well placed to adapt to current curriculum changes. More innovative aspects involve the approach to inclusion and how a KS3 curriculum can excite, enrich, include and connect with the academy's community. The lead Assistant Principal spoke eloquently of how the creation of a "gate" worked as a key fundamental metaphor for the creation of a connection between the school and its environment. The academy has evidently benefitted from being freed from the shackles of sausage factory pursuit of KS4 core grades over a 21 month period by being presented with 570 days of new curriculum time to explore.

Future challenges include continuing the development of a new KS5 curriculum offer that provides a valuable alternative for those who do not meet or possibly are not most appropriate to follow a traditional A-level curriculum. The initial impact and promise of the engineering pathway and its collaborative work with local partners needs to ensure that its future pathway is clear, and other pathways need to have the same impact on the learners.

Beyond evaluating and refining what is now established in KS3 and 5, the academy must ensure that KS4 provides a seamless continuation that builds on what has gone before as was identified in their self-review.

The reviewer feels that this focus area is at Stage 3 **Impacting and Sustaining: impacting and inspiring**

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Teaching and Learning

There are inspiring, high-quality, learning-focused displays throughout the academy. For example, the alumni system, which was in part developed with student involvement, is well supported and displayed. The reviewer's tour guides spoke of how this provides a clear sense of what can be achieved by young people who have attended the academy. It is clear that there is potential to develop this into more than an effective display.

The reviewer only experienced very short stops in a number of learning environments including some Leicester Forest Science lessons, some sport leaders taking a KS2 Liaison session, one Spanish lesson and a Henrichment session. Whilst these sessions as indicated in the framing judgement of focus area 2 (Leicester Forest) are accurately assessed at stage 2 by the academy, the reviewer felt from experience of other sessions, discussion with lead professionals and review of the Challenge Partner documentation that the stated stage 2 in the self-review was too harsh as an overarching review of teaching and learning within the academy.

The reviewer feels that this area is at Stage 3 **Impacting and Sustaining:** *impacting and inspiring.*

Exploration of the impact of whole education values in the selected areas of focus

Focus Area 1 – KS3 Curriculum with specific focus on Enrichment Sessions

The liberation of two hours of curriculum time to an enrichment rotation has enabled a significant move towards a distinct and personalised curriculum. Staff articulated this as an opportunity to deliver a pledge to find something that every individual would be gifted and talented in. The enrichment is also used to provide some other valuable elements of the curriculum, including a popular "art of arguing" course and the opportunity to provide "tasters" for KS4 subjects not followed in KS3. A huge reduction in the use of "on call" during these sessions was used to support the view that this was having a positive effect on young people, and staff.

Students saw the sense of choice and the success of many areas as some of the best aspects of this initiative. They particularly reflected on the difference in history lessons, where it appeared the teachers were liberated to share the love of their subject without the tyranny of testing. Students spoke of how these courses made learning fun.

An additional aspect of the KS3 curriculum that was popular with teachers and students alike was the use of Year 7 form tutors to teach their own forms across a number of subjects. This bridging of the traditional jump from the often single teacher focus of primary school to the multiple teachers of secondary was clearly having an effect and should be shared more widely.

From Governors to SLT, through key leaders and support staff there was a shared enthusiasm for developing this work. Some staff could articulate the philosophy but it was clear that others would benefit from seeing how they are part of a wider whole.

There is a **clearly inspirational practice** across the school which enriches the educational experience of many young people. This is demonstrated through approaches which add value in

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the attitudes and experiences of students and some key aspects will be of interest to the wider network.

The reviewer felt that this focus area is at Stage 3 **Impacting and Sustaining**: *impacting and inspiring*

Focus Area 2 - local and cross-curricular learning as embodied in Leicester Forest project

This project very clearly demonstrated key aspects of the provision of a whole education and of how the “fourth way” philosophy is shaping the curriculum. Three weeks of the annual curriculum have been dedicated to a project focusing on the geographical proximity of the school to the historic Leicester Forest. Students and staff were keen to share how their experience and knowledge of their locality and of history has been enhanced by this project. The rich teaching resources available locally are being used to make connections between the academy and the community in an extremely positive fashion. PE games using the last tree, invasion games, the ownership of the forest, the reliance of the people on a watermill and visits to local meadows featured highly in student recollections.

Teachers spoke positively about how cross-curricular planning had broken down silos within the academy that exist at KS4. It is important that students are explicitly encouraged to make these connections for themselves as well.

The reviewer was only able to see the first stages of the production of the exhibition of excellent work that was to provide the culmination of this work and so it is very difficult to assess at this time whether this had reached Stage 3. There is considerable promise in this concept and evidence of inspiring students but some elements, for example some Science lessons that were observed, need evaluation and some additional focus.

The reviewer felt that this focus area is at **Stage 2 Emerging**: *introducing and beginning to have impact*

Focus Area 3 - Wider Fourth Way Projects

A number of wider projects were highlighted as demonstrations of how a Fourth Way approach is providing a whole education.

The Pre-apprentice programme in engineering demonstrated an excellent development of space. The teacher and the young people following the course had clearly grown as a result of its creation. The partnership work with Caterpillar and others has translated what may have been a disjointed experience into something transformative. It was particularly heartening that, on having heard KS3 students articulate their experience in enrichment lessons and the Leicester Forest project, KS5 students could see how their course was an extension of the same philosophy. They would clearly like the opportunity to start again and experience a 6 year journey based on the same principles.

The “Henrichment” project has clearly had an impact on many students. Examples offered by the staff included much improved attendance, an increase in the confidence of many students and some students now engaging with school to such a degree that an elective mute student had

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started to communicate. Staff spoke of the impact of their work with joy and immense pride. The staff articulated how they had made connections for young people with how they live but also through the introduction of many real world community engagements for the youngsters as part of the project including visits to and from farmers, restaurants and a local market. The pupil who helped to conduct the reviewer's tour was full of praise for the impact of the project on him and his peers. He was also very quick to talk about aspects of the academy's work, for example the greenhouse growing project and the sports leaders programme. With a little encouragement, support staff began to discuss how they could extend this project having evaluated its previous success. Their ambition and desire to be agents of change was great to see.

In terms of the stated intention of engaging with the local community, governors, business, support staff and teachers the Fourth Way projects were clearly working. The recent introduction of a French partner school and visits has started to develop a global dimension but this needs to be embedded as part of long term plan and to be used to make connections across the curriculum.

The reviewers felt that at this early stage, this focus area is at **Stage 2 Emerging: introducing and beginning to have impact** but with aspects of and clear potential to soon be **Stage 3 Impacting and Sustaining: impacting and inspiring**

Overall Assessment, Recommendations and Suggested Next Steps

Suggested recommendations:

There were many examples of inspirational practice linked to the unique commitment to a "Fourth Way" approach demonstrated during the review day, with enthusiasm from staff and students alike shining through. Quite rightly, the leadership team at Bosworth has from the outset focused on developing a shared vision and an engaging curriculum in KS3 enrichment and through local cross-curricular learning as explored in the focus areas above. There is a need now to focus attention to other aspects of the Fourth Way model including prudent accountability, being evidence and data informed and embedding sustainable leadership at all levels.

In terms of Leadership and Culture:

1. Establish clear connections between delivery aspects of the Fourth Way philosophy and the overarching academy KPIs. This will benefit the sharpness of thinking: a rigorous evaluation is not a clear aspect of the culture at this point.
2. Develop the academy's internal appreciation of the Fourth Way to take greater account of professional capital. This should focus upon further distributing leadership and removing the reliance on the leadership of the champion.
3. In evaluating the implementation of the academy's Fourth Way, explore how the moral economy and ethical dimensions can be made more explicit.
4. Encourage reflection on WWW, EBI (or similar) to encourage the staff to develop good practice into 7 year plans for student experience and development. The current context of the school means that many good ideas now need to find their place in a cohesive journey and not be forgotten as something that was "just in Year 7 or KS3".

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In terms of Curriculum Design:

1. Does Henrichment need to exclude the other forms of enrichment in Year 8?
2. Clarify how the delivery of French and Spanish as second languages through the enrichment programme works. Ensure a clear curriculum plan is in place.
3. Provide clarity to development model across the 5 years of each of the courses – it is great to learn for fun – but why should this stop dead at Y9?
4. Develop a Passport and explicit articulation of the learning skills delivered through the enrichment sessions. It could be beneficial to make connections between the excellent use of teamwork and other values from Caterpillar in KS5 to drive things backwards. It is important to have fun but dangerous if there is not a clear expectation of what students are gaining from these courses.
5. The “Leicester Forest” connection of the community and the creative is a superb concept and has clearly produced a range of opportunities and impressive work. However, there is a need to drive planning from task-based occupation of time to more carefully articulated learning experiences. An example from the reviewer’s experience was in Science: the students could articulate the learning from the first two weeks, however the final build that the reviewer observed did not provide a fitting opportunity to reflect this. Very few of the examples shown were demonstrations of beautiful work or of detailed, in-depth appreciation of the concepts previously taught.
6. Transfer the purpose of cross-curricular learning to students.
7. Review pathways in KS5 – “best thing that happened to me was failing my GCSEs”.

Peer Review Summary

Leadership and Culture	Stage 3	Impacting and Sustaining: <i>impacting and inspiring</i>
Curriculum Design	Stage 3	Impacting and Sustaining: <i>impacting and inspiring</i>
Teaching and Learning	Stage 3	Impacting and Sustaining: <i>impacting and inspiring</i>
Focus Areas:		
KS3 students have two hours of ‘Enrichment’ every week.	Stage 3	Impacting and Sustaining: <i>impacting and inspiring</i>
Local and cross-curricular learning as embodied in the Leicester Forest project	Stage 2	Emerging: <i>introducing and beginning to have impact</i>
Wider “Fourth Way” projects	Stage 2/3	Emerging: <i>introducing and beginning to have impact</i> Impacting and Sustaining: <i>impacting and inspiring</i>
Overall Impact of Whole Education Values	Stage 3	Impacting and Sustaining: <i>impacting and inspiring</i>

Overall the academy felt at ease with itself. The “Laureates” were aware that they were pioneers and were engaged in how they are helping to shape a new school within an old one. The positive culture was evident from staff, leadership and governors. The major challenge for the reviewer

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was being able to move on from any conversation/visit as leaders, teachers and students were excited to share their work and commitment to the cause. This unity of purpose and enthusiasm is hard to create and is a credit to the senior leaders responsible. All of the members of the learning community that the reviewer met engaged positively and thoughtfully in discussions about evaluating what has been achieved and how this can be developed going forward. Further distributing the leadership and ensuring that champions within areas are empowered to evaluate what they have achieved so far and to use this to plan for the full 7 year student journey in all aspects of the Fourth Way, whilst continuing to succeed in ensuring high levels of student achievement in key accountability measures is the small challenge ahead!

The transformation of the academy through the reorganisation journey has provided challenges and opportunities that leaders have utilised to reinvigorate the academy and accelerate many aspects of the Headteacher's vision on appointment. The developing personalisation of the KS3 curriculum and the implementation of the Fourth Way philosophy will be of wider interest to the network, particularly when it has been fully embedded and evaluated through having the first students complete the journey. Testing the strengths of Bosworth through supporting a weaker peer through the creation of a MAT will provide an exciting additional aspect of the application of the Fourth Way philosophy. The reviewer would very much enjoy an opportunity to return at some future date to see what has emerged.

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