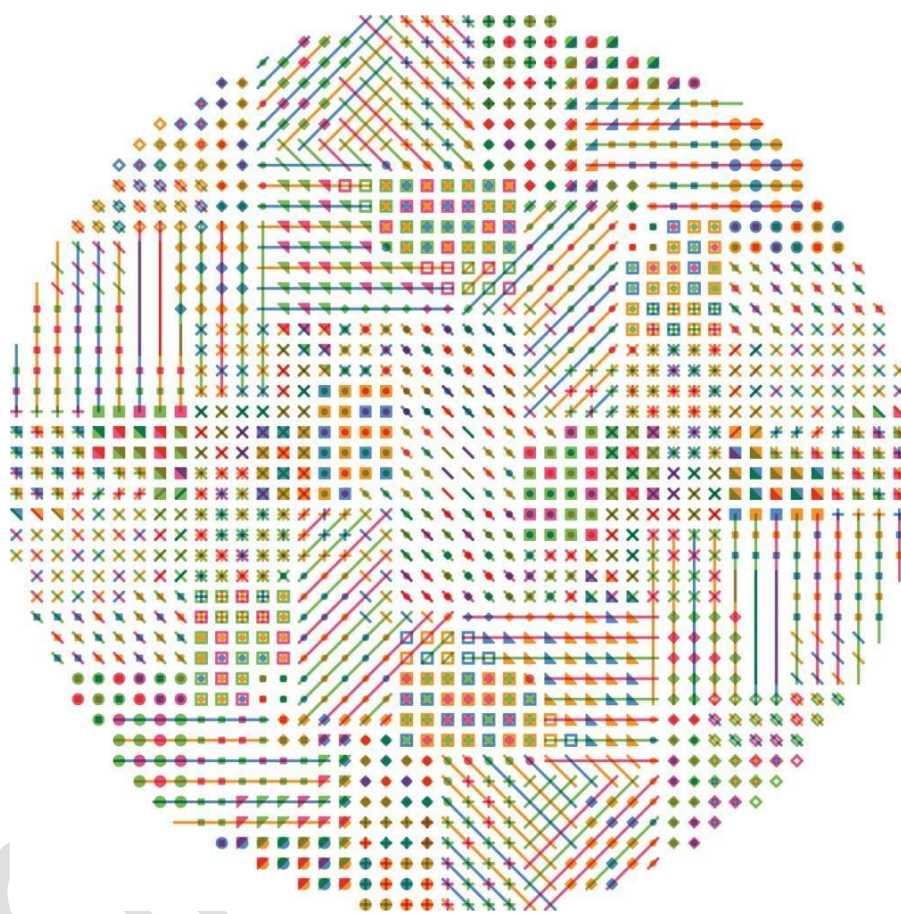


Whole  
Education

**Whole Education**

**Peer Review**



**Bosworth Academy**

**15th June 2018**

# Whole Education

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.

Executive 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:

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

# Whole Education

## **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 pupils in all years. It is a larger-than-average secondary academy. The academy's Year 7 intake is emerging from schools that have similarly undergone a significant change in the restructure. The reorganisation presented many structural challenges and an 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 X% 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 an EHCP for their special needs is below the national average. The proportion of students from disadvantaged backgrounds is below the national average also, but this is beginning to change. average students are from.

In September 2017, the academy became the founding school in the LiFE Multi-Academy Trust with a vision "to provide high quality, personalised and rounded education for everyone, right in the heart of our local community". There are currently two other academies within the trust with a mission to create a thriving educational family of mutually supportive local academies in the coming years. The academy was rated 'Outstanding' by Ofsted in October 2017 and is part of the Leicester Teaching School Alliance.

A continuing notable aspect of the school is the willingness to engage with research and theory to review provision and set the challenge of delivering vision. The philosophy of the "Fourth Way" has been embedded and leaders are now actively considering how the "OECD 2030 learning framework" can improve the provision.

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

This was a return visit for the reviewer almost 2 years to the day since the last visit. The strong commitment to providing a whole education within the academy and through its staff and student engaging with their community and wider partnerships remained. However, it is now coupled with the confidence that success brings. Students are very proud of their school and appreciative of the opportunities that are they are presented with. Staff and students buzzed with an enthusiasm and desire to share what they are part of. Achieving a balance between ensuring great outcomes and providing a vibrant wider school life permeates much discussion. The Project Based Learning Room which is a physical record of the academy's philosophy has written at its heart, "we want to prepare people for the test of life – not a life of tests".

# Whole Education

## Leadership and Culture

Leaders at all levels spoke of being given the trust and encouragement to innovate. The culture and ethos is simply defined and writ large on the trust's website, "providing a whole education: academic excellence co-existing with an outstanding commitment to activity beyond". Conversations with staff and students from around the academy all reflected how this mission had been translated into their own particular spheres of work. The three senior leaders who contributed to the review were all passionate in their exposition of this philosophy but equally highly engaged with any suggestions made on how to refine or improve their work. The willingness to open a dialogue speaks volumes for confidence and culture.

The approach to leadership at all levels and the culture remain impressive aspects of the school. Engaging with external theoretical frameworks continues to provide frameworks for leaders to communicate through and for staff to engage with. The continued commitment to the "Fourth Way" is being evolved through the careful introduction of the OECD 2030 Learning Framework.

The conversation has changed from talking of working hard to shift a culture over time to one of how to evolve and spread the word wider through the multi-academy trust. There is a definite sense that a new phase of the journey has begun as a result of student outcomes, the completion of integrating Key Stage Three, the validation of Ofsted and embracing the opportunities and challenges of becoming the heart of a MAT. There is no complacency in this institution.

Leaders from around the college spoke with pride about a range of topics including the role of outdoor education, using technology to deliver a Whole Education, international dimensions and the role of the Arts. All articulated how their work was embedded in the philosophy of the academy. A memorable example of the passion of the staff to deliver on the mantra was presented by the Construction Lead. Having suffered the apparent devaluing of practical subjects through alterations to accountability measures, and having the improved outcomes of KS4 Bosworth students diminish the numbers following the previously seen Engineering pathway, the leader remained brimming with new ideas and commitment to making sure he provided Bosworth students with the very best he could. The evolution of the "Coronation Street" house into a superb learning opportunity and future curriculum resource was a tale that reflects so much of what makes the academy the pleasure to visit it is.

Student leaders have developed and those interviewed were able to give many examples of how they were integrated into the life of the college.

Beyond the support of the governors being clear from the Ofsted report, "exceptionally effective" and the willingness to develop the multi-academy trust; the reviewer was not able to determine the extent of their involvement.

The reviewer feels that this focus area is at stage 4 **Transforming and Inspiring**: *radical and innovative*

# Whole Education

## Curriculum Design

The "Bosworth Curriculum" on ensuring all students are provided with a Whole Education. The curriculum in Key Stage Three is innovative, embedded and evolving. A commitment is made beyond the traditional list of subjects that will be covered and on delivering the basics of the national curriculum to providing a broad and balanced experience in every sense of the words. Students spoke articulately about the manner in which cross-curricular connections are made and how many opportunities are given to engage in project based learning.

The Key Stage 4 and 5 curriculum also evidently encourages and enables many students to make outstanding progress and to achieve very strong outcomes. The breadth of courses offered in both phases enables students to build on the interests they have developed in Key Stage Three.

Across all phases of the academy, the emphasis placed upon and opportunities presented through the extra-curricular activities was highly valued. They were keen to expand upon how the "nice and exciting teachers" made such topics as PSHE interesting and engaging. A student who had arrived at Bosworth for the first time in Key Stage Five spoke with clarity about how the culture in this academy differed to that in her previous school.

It was particularly interesting and positive that some young people also saw the tutoring programme as a key part of the academy's contribution to their development. It would have been very interesting to have had more time to explore this element of the academy.

The reviewer feels that this focus area is at Stage 4 **Transforming and Inspiring: radical and innovative**

## Teaching and Learning

There are inspiring, high-quality, learning-focused displays throughout the academy, particularly in the first building encountered. The provision of the Project Based Learning and MAP rooms demonstrates how the theory of learning is translated into practice.

Leaders shared how the OECD framework and the competencies required were being planned into the curriculum and individual lessons.

The reviewer only experienced very short stops in a number of learning environments including the construction area including watching some videos of students reflecting on their learning and how they were meeting the aspirations of the academy, an English lesson where students were focused on an assessment task and a vibrant Geography lesson in which students were engaged in active research about air pollution.

The reviewer feels that this area is at Stage 4 **Impacting and Sustaining: impacting and inspiring.**

# Whole Education

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

### Focus Area 1 – KS3 Curriculum – broad and balanced

#### holistic, project based and

The liberation of two hours of curriculum time to an enrichment rotation has continued to make a significant contribution towards the provision of 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.

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 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.

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.

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 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 4 **Transforming and Inspiring**:

# Whole Education

## **Focus Area 2 – Extending the boundaries of learning**

In this aspect of its work the academy looks to go beyond the walls of the building, to provide broader experiences for students. The rich teaching resources available locally are used to make connections between the academy and the community in an extremely positive fashion. This work takes on many differing dimensions.

The technology lead described how the academy's approach has evolved through the implementation of a five stage model, starting with the replacing old technology with digital projectors but then using this to transform students' experience. The CHASM is a learning platform in which staff and students share living documents. This not only facilitates student collaboration in and beyond the classroom but also makes the marking of work a live conversation. In PE the use of I-pads and air play have been used to convert the traditionally dead time in the changing rooms in to another aspect of the learning process through the introduction of TV screens to analyse performance during the session. Technology allows staff and students to edit and annotate on the fly to capture and share learning. This is also seen in Art and Design (through voice and text annotation), Maths (independent learning), Media (editing on the fly) and to ensure opportunity for all through the introduction of QR codes into work to provide differentiation by stealth.

The vision was to provide pathways for every student through the use of digital platforms to have the keys to doors, to establish the right path to success. Other examples provided were of the iAchieve suite of vocational courses and the Young Money app from Santander.

The academy's Arts offer is also highly evolved and engaging. As with many aspects of Bosworth, it starts in the Key Stage Three enrichment work with the opportunity to develop extended pieces of work. This leads to the Theatre Company who have produced a pantomime, , with over 40 in the group working on Thursday evenings and over weekends for rehearsals to produce the "Selfie Queen" and a play of significance based on the Holocaust and refugees, Dr Korczak.

The successful completion of the Artsmark is a demonstration of the progress in this area. The recent integration and positive uptake of the Arts Award will both increase these cultural opportunities but also provides a map for others of how to provide integrated pathways through the parallel curriculum to enhance and shape student's development.

Other examples of this approach were cited in English through theatre trips, the provision of writing workshops, a visit to the Harry Potter studios, and when students could not attend the show technology stepped in with Romeo and Juliet screened live to library.

Beyond the plethora of sporting activities students were also keen to discuss the practical methods for engaging History and a number of leadership activities - Eco-committee, Girls Active – coaching courses, and the World Challenge. The role of the French Partnership has developed since the last review and a more coherent curriculum is also now in place to support this. The enthusiasm of the leader though remains!

The reviewer felt that this focus area is at **Transforming and Inspiring: radical and innovative**

# Whole Education

## **Focus Area 3 – Impact of “achievers” culture, *measuring what we value***

The academy has been working on a method for ensuring that the progress of students beyond the confines of the academic curriculum is provided and valued. It is not seen as acceptable to just provide the qualifications that are the key to the door, the skills to make the most of opportunities are also a requirement in the Bosworth curriculum.

Achievers is an acronym which both describes an ethos and includes a range of desired behaviours (Aspiration, Courage, Healthy, Independent, Enthusiasm, Values, Expectations, Reflective, Social Skills). Displays in key areas of the school reinforced and articulated the philosophy behind this. Students were very familiar with the qualities and discussed how this was recorded in their reports and the subject of discussions with their tutors. The students appreciated how bronze, silver and gold targets can be set across the curriculum and in terms of personal development. There was a general sense that this had more impact in Key Stage Three than after that, with younger students knowing the letters and qualities from heart and the older students requiring reminding.

Leaders shared how they had created an assessment grid for measuring the level to which students had met these criteria to provide an objective measure. An interesting discussion emerged about the extent to which the academy and tutors would be able to intervene with students who were struggling with certain aspects. Would we ever be able to emerge at a time when we could have intervention regarding aspirations in the same way as we do about mathematical concepts, for example.

The natural evolution of this work is to integrate the OECD competencies into existing work. To provide challenge and guidance on how to develop key behaviours. There is clear evidence of staff engagement from the outset. The key challenges will be making such a complex series of concepts accessible for all in the school community.

The reviewer 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:

1. There remains a tendency in some leaders to not see flows or chains - effectively to plot the beginning, middle and end of a curriculum – rather than seeing their particular innovation as part of a narrative, they focus on it as a one off. It may not be possible to retain the freedom of the KS3 curriculum, but a focus on how the skills and attitudes nurtured there are built on in KS4 and 5 would be of benefit to the academy.
2. Duke of Edinburgh – example of where a need remains to challenge the full exploration of where a particular dimension of the curriculum is leading to. This would work in terms of the outdoor education approach but also in providing a reinvigoration of the “achievers” ethos in the more senior years.
3. With the completion this year of the cycle of introducing the new GCSE syllabi, and hopefully the concerns that this has produced in staff, the degree to which the introduction of a three-year Key Stage Four and whether this has met the aspirations set for it would be timely.
4. There is noticeable slip in the outstanding quality of presentation as you move further into school. The precision of the language and the messages provided in the front of the school starts to become less clear. Areas remain which are dominated by dated academy publications or just commercial posters placed on the wall which do not resonate with the Bosworth messages. This could lead to overload of phrases, a confusion in which is most significant and would be simple to resolve.
5. Ensure that the complexities of the OECD framework are suitably packaged to enable staff to engage without falling into the trap of becoming mechanistic or confusing.
6. Develop a language or structure for measuring the progress that the academy so clearly values that falls outside the traditional outcome measures. Whilst the work on the “Achievers” has clearly impacted on staff and students and been a positive step, the implementation of the OECD framework will present an opportunity to further refine and target this work.
7. The inclusion of “expectations” in the Achievers acronym and particularly the description of the required characteristics did not seem to sit comfortably alongside the aspiration of many of the other criteria.
8. Students and staff spoke of the need to find ways in which the Post 16 students are more explicitly linked to the rest of the school, this was especially keenly felt for those who are new to the school.

# Whole Education

## Peer Review Summary

Leadership and Culture	Stage 4	<b>Transforming and Inspiring:</b> <i>radical and innovative</i>
Curriculum Design KS3 KS4 and beyond -	Stage 4 Stage 3	<b>Transforming and Inspiring:</b> <i>radical and innovative</i> <b>Impacting and Sustaining:</b> <i>impacting and inspiring</i>
Teaching and Learning	Stage 4	<b>Transforming and Inspiring:</b> <i>radical and innovative</i>
<b>Focus Areas:</b>		
KS3 curriculum	Stage 4	<b>Transforming and Inspiring:</b> <i>radical and innovative</i>
Extending the boundaries of learning	Stage 4	<b>Transforming and Inspiring:</b> <i>radical and innovative</i>
Impact of "achievers" culture	Stage 2/3	<b>Emerging:</b> <i>introducing and beginning to have impact</i> <b>Impacting and Sustaining:</b> <i>impacting and inspiring</i>
Overall Impact of Whole Education Values	<b>Stage 4</b>	<b>Impacting and Sustaining:</b> <i>impacting and inspiring</i> <b>Transforming and Inspiring:</b> <i>radical and innovative</i>

Overall, the academy was a delightful place to visit and the reviewer would have been happy to have spent far longer in the academy! The welcome and engagement from all staff, leadership and students was a credit to the academy. As with the previous visit, the reviewer was almost unable to move on from any conversation/visit as leaders, teachers and students were excited to share what made them proud about their role in the academy. This unity of purpose and enthusiasm is hard to create and is a credit to the senior leaders responsible.

The central difference between visits was the confidence that now sat alongside the commitment.

The personalisation of the KS3 curriculum, the commitment to extending the boundaries of learning and the evolution of the Fourth Way philosophy into the implementation of the OECD 2030 framework will be of wider interest to the network.

The reviewer would very much like to know how the "Bosworth Way" has impacted upon the other academies in the MAT, and how they have applied the Fourth Way philosophy.