

# Inspection of an outstanding school: Bosworth Academy

Leicester Lane, Desford, Leicester, Leicestershire LE9 9JL

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Inspection dates: 14 and 15 June 2022

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## **What is it like to attend this school?**

Bosworth Academy challenges pupils to achieve more than they ever believed they could. This challenge applies to their academic learning and their personal development. The school wants pupils to develop character and confidence. Pupils learn to work together, communicate well and be creative. The school celebrates pupils' successes and achievements.

Pupils feel safe and comfortable being themselves. They treat each other with respect. Pupils have the confidence to share any worries they might have with adults. They are confident that teachers would deal with any discrimination or bullying appropriately.

Most pupils have positive attitudes to their learning most of the time. They behave well and have good relationships with their teachers.

Pupils contribute to their community through a range of projects and charity work. They learn to be good citizens and play an active role in their school, in society and in the world. Students in the sixth form help younger pupils to improve their reading. Pupil groups lead assemblies on matters that are important to them. The curriculum helps pupils to develop the skills and attributes to flourish as citizens through the '6 Cs' (collaboration, citizenship, communication, critical thinking, creativity and character). Parents and pupils value these opportunities.

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

Leaders have designed a highly ambitious and inclusive curriculum. They want to make sure that all pupils, including those with special educational needs and/or disabilities (SEND), have what they need to aim high in life. Pupils study a broad curriculum and most learn a language in key stage 4. In the sixth form, all students take four AS levels in Year 12 before specialising in three subjects at A level in Year 13.

Leaders want pupils to achieve academic excellence and develop their character. They know that they must make the most of every lesson to achieve this ambition. For example, in physical education (PE), pupils learn to work well in a team, as well as learn PE-specific skills and knowledge of the subject. Leaders have thought carefully about what pupils already know and what they should learn in each subject. Leaders have made sure that learning builds steadily. They have made sure that pupils have plenty of chances to practise what they have learned.

Teachers are experts in their subjects. They choose tasks carefully to make sure that pupils learn the subject's content well. Teachers ask questions that check pupils' understanding and challenge pupils' thinking. Teachers know their pupils well and give pupils precise feedback that helps them improve their work. Leaders ensure that teachers use assessment effectively to support pupils' learning.

Reading is a priority in this school. Leaders have developed a programme to help all pupils become more confident readers. Leaders make sure that pupils who need help to improve their reading get the right support. Pupils read a wide variety of challenging texts in lessons. The school's library is an inviting place where books and reading are celebrated.

Pupils with SEND get effective support with their learning and wider development. Pupils are included in the classroom. Sometimes, they work individually or in groups with expert staff. Leaders work positively with parents and pupils and make sure that staff know pupils' needs well.

Leaders have high expectations of pupils' conduct. Most pupils work hard and behave well in most lessons. Some pupils do not always pay attention, and this reduces their learning. A small number of pupils disrupt the learning of others. Teachers do not consistently challenge this.

The school is focused on giving pupils experience beyond academic learning. They plan carefully to make sure that all pupils can develop into well-rounded individuals with a strong sense of community. Pupils learn and debate the difference between right and wrong. They learn to respect and celebrate difference. Pupils benefit from a highly effective careers programme. They are well prepared for their next steps.

All staff follow a strong programme of professional learning. This programme is matched to the school's improvement priorities and the interests of individual staff. Leaders are considerate of staff's well-being, and they take their views into account. The multi-academy trust and governors provide highly effective support and challenge. They make sure that the school endeavours to fulfil its commitment that 'no student will underachieve'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know their pupils well. They have appropriate training in safeguarding matters. They

are alert to the signs that might indicate a concern about a pupil. They know how to report concerns. Pupils said that they value this and the actions taken by staff to support them.

Leaders are aware of the risks that their pupils may face. They make sure that pupils learn to keep themselves and others safe. Pupils learn this in lessons and through a carefully planned programme of assemblies.

Leaders ensure pupils and their families get the support they need. Governors and the multi-academy trust oversee the arrangements for safeguarding effectively.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- A few pupils do not demonstrate consistently positive attitudes to their learning. There is some low-level disruption and off-task behaviour. This has a negative impact on others' learning. Leaders must ensure that the school's systems for managing behaviour are consistently applied by staff, and respected by all pupils.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be outstanding in October 2017.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	137969
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10212547
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,694
<b>Of which, number on roll in the sixth form</b>	412
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Elizabeth Ann Shears
<b>Headteacher</b>	Simon Brown
<b>Website</b>	<a href="http://www.bosworthacademy.org.uk">www.bosworthacademy.org.uk</a>
<b>Date of previous inspection</b>	3 and 4 October 2017

## Information about this school

- The school is part of the LiFE Multi-Academy Trust.
- The school uses one registered alternative provision and 13 unregistered alternative provisions.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, school leaders and those

responsible for governance. The inspectors also held telephone conversations with representatives of alternative provisions.

- The inspectors scrutinised a range of documents, including those relating to safeguarding, behaviour and SEND.
- The inspectors carried out deep dives in computer science, English, mathematics, languages and science. As part of the deep dives, inspectors visited lessons, listened to pupils read, reviewed curriculum plans and spoke with curriculum leaders, pupils and teachers.
- The inspectors visited lessons and observed pupils at various times of the school day.
- The inspectors considered the view of pupils, parents and staff through discussions during the inspection and the Ofsted surveys.

### **Inspection team**

Aoife Galletly, lead inspector

Her Majesty's Inspector

Julian Scholefield

Ofsted Inspector

Peter Monk

Ofsted Inspector

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Piccadilly Gate  
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Manchester  
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