

Overall Summary**1 Achievement**

Achievement	2 Overall	Good with aspects of outstanding	Revision date: January 2014	Author: DBE
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Key Stage 4

Students at Bosworth come into the Academy in Year 10 with achievement in line with national averages (NA) and by the end of Year 11 achieve above NA in terms of all key attainment measures. In Post 16 they come in with attainment significantly below NA and in most key measures achieve in line with or just below NA. Therefore achievement is at least good. With a continued upward trajectory in attainment and improvements in many progress measures, by Summer 2014 achievement will be outstanding.

Evidence for good or better; from August 2013 attainment measures:

- 5A*-C including English and Maths in Key Stage 4 rose to 66% which is 6% above NA.
- The increase in 5A*-C including English and Maths from 2010-2013 is from 49%-66% which is an increase of 17%.
- 5A*-G has been 97%,98%,97% over the last three years which is above NA of 94%,95%,95%.
- Best 8 Average Capped Point score has risen from 305 in 2008 to 352 in 2013. From 2011-2013 it has risen from 347.4 to 351.5. For the majority of groups Average Capped Total Points Score is significantly above National Average. This represents one grade improvement for every student in every one of their best 8 subjects including English and Maths.
- In English 75% gained an A*-C which is 8% above NA. The average points score for English was 41.7 compared to a NA of 38.8. 75% gained A*-C in Maths which is 2.6% higher than NA. 76% of boys gained an A*-C in Maths which is 6% above NA. Average points score in Maths was 38.8 which is the same as NA.
- All Science subjects achieve above NA in terms of A*-C – Additional Science, Biological Sciences, Chemistry, and Core Science all achieve significantly above NA.
- The achievement gaps between Pupil Premium students and Non pupil Premium students are narrowing rapidly: Gap 3+ A*/A - 16.1 (last year 21) Gap 5 A*-C English and Maths 23.3% (last year 29%), Gap 5 A*-C 0.1% (last year 14.9%). Average Capped Total Point Score Gap is 32 (last year 53)
- The attainment of the 90 pupil premium students is significantly above national average.

Evidence of Good or better from Progress measures:

- VA for the Academy is positive at 1006. VA for English and Science are both significantly positive. VA is positive for most groups and is significantly positive for Looked after children, Low prior attainment and SEN School Action.
- In English 79% of students make expected progress - 10% more than national and 43% make better than expected progress 13% more than national.
- Closing the gaps - within school gap for APS in English has closed from 8.6 in 2012 to 5.3 in 2013 and for Maths it has closed from 10.0 to 6.6
- Students arrive at the national average and leave well above national average by most measures.

Post 16

- Since 2010 there has been a sustained increase in performance in Post 16.
- AS - in 2010 the percentage of A-E was 86.6 and in 2013 it has risen to 93.3. A level – in 2010 the percentage of A-E was 97.8 and in 2013 it had risen to 99.2. AS - 2010 the percentage of A-B was 28.1 and in 2013 it has risen to 38.4 which is in line with NA.
- A level – in 2010 the percentage was 42.3 and in 2013 it has risen to 45.2.
- ALPs – AS and BTEC Alps score in 2013 are 3(excellent) and the A level is a 4 (very good). The ALPS T scores are: A level 4 (very good), AS level 3(excellent) and BTEC 3 (excellent).

To ensure that we continue to improve and raise outcomes the targets that we set students are highly aspirational. Targets are at least FFTD or ALPS targets but the majority are above FFTD and ALPS. Therefore early in the year many students may appear to be falling below their target grades which is not a sign of underachievement, but shows the highly aspirational nature of the targets and our desire to secure the best outcomes possible.

2 The quality of teaching

Teaching	Overall	2+	Revision date: January 2014	Author: SBN
<p>The focus on teaching and learning and improving our teachers' practice is our main priority at Bosworth. We aim to maximise the life-chances of all of our students by enabling them to 'be better than they thought they could be'. The majority of our teaching is good or better which results in students who have joined the Academy in Year 10 with achievement in line with national averages (NA) completing Year 11 with achievement above NA in terms of all key attainment measures. In Post 16 students start their courses with attainment significantly below NA and in most key measures achieve in line with or above national value added data (ALPs). With a greater emphasis on the progress of key groups of student our upward trajectory in attainment and improvements in many progress measures, by Summer 2014 achievement will be outstanding. Our focus on improving 'day to day' teaching practice is at the heart of our culture, for this reason we provide frequent feedback to our staff in a variety of methods; 'No notice' observations, quality assurance visits, coaching, use of video technology (Iris), student voice forums and many others. Teachers look for opportunities for feedback on their practice and take responsibility for their own professional development. Our use of Personal Improvement Plans (PIPs) instead of 'Performance Management' rewards honesty and integrity when setting aspirational targets linked to Teaching or Leadership Standards.</p> <p>Teachers at Bosworth have a strong subject knowledge and understanding of subject specifications. Most teachers have developed their expertise in lesson planning and use a learning cycle to secure student learning. Whole school and curriculum/year team interventions are refined and timely to support and deepen students' knowledge and understanding. Assessment for learning strategies are used effectively by most teachers to re-shape and improve student learning, to support students in achieving highly aspirational target grades. Curriculum Teams work closely together to produce quality schemes of learning.</p> <p>A constant focus on differentiation and the use of skilful questioning is enabling teachers to further stretch and challenge our students. Promotion of literacy across the curriculum is highly effective and has had an impact on GCSE English outcomes. Numeracy across the curriculum is developing and continuing to improve. The setting of homework is becoming more creative in nature with opportunities for flipped learning and the use of cloud technology enhancing student experiences. Coaching, and a culture of teachers seeking continuous feedback on their practice is being used to support teachers in taking their classroom practice to a higher level.</p>				

3 Pupils' behaviour and safety

Behaviour	Overall: Good with aspects of outstanding	2+	Revision date: January 2014	Author: BWH
<p>Behaviour in lessons is good or outstanding. A very large majority of students act in a responsible, mature and co-operative manner. During the recent Bosgro QAP review, conducted by senior colleagues from our partnership of local schools, the positive behaviour and attitude of students were highlighted as a strength. They show consideration to others, engage positively in lessons and develop leadership skills. Incidents are dealt with promptly by the class teacher, faculties or on-call staff. Effective systems and monitoring are in place to ensure groups/individuals can be easily targeted for high quality intervention. Effective monitoring allows the SLT and the Maximising Learning Team (MLT) to support faculties and teachers. Appropriate alternative provision and personalisation has a huge impact on the outcomes of individuals, critical groups and the whole cohort. Referrals to the Inclusion Base (12-4) and exclusions involve a very small minority of students (<5%). Bullying and racist instances are extremely rare and are handled appropriately and in an educative manner; logging of these events is also very thorough, contributing to a reduction in these events. Attendance is improving year on year and currently sits above national average for KS4. The school's approach to monitoring and effective commissioning of appropriate interventions will become an effective model of good practice for the newly formed Hinckley and Bosworth Education Partnership (HBEP); a partnership that works collaboratively with a family of local schools to find solutions and support for identified students.</p>				

4 Leadership and Management

Leadership	Overall: we are good with some elements outstanding	2 +	Last revision date: December 2013	Author: CPA
<p>Overall leadership is Good with significant elements of outstanding (judged as good moving towards outstanding last year). The reason for this judgement are: Attainment measured by A*-C including English and Maths now reflects the schools true position and is significantly above national average intake. Achievement is good and moving towards outstanding with overall VA of 100%. There is a significantly rising trend in all crucial outcome data measured at both GCSE and AS/A2 level. The recent (June'13) Investors' In People report gives us 'silver' status which puts us in the top 2% of all organisations for development of staff and leadership. It highlights particular strengths as:</p> <ul style="list-style-type: none"> • Excellent top level leadership - The school has a clear ethos, moral purpose and mission (100% of teachers agree that SLT have a clear vision for the school in the recent Keele survey which is 30% than the national data base). • Improving performance • Effective distributed leadership - Middle leaders take an active and vital part in establishing strategic goals, review performance coaching and holding to account. • A coaching culture • Caring and well meaning <p>Most importantly our significant and relentless improvement is embedded and sustainable. It is not based on individual leaders or 'tactics' but underpinned by a clear, explicit unerring focus on improving learning and aspirational culture.</p>				

5 Extra: the school's promotion of students' spiritual, moral, social and cultural development

SMSC	Overall:	2+	Revision date: January 2014	Author: DBE
<ul style="list-style-type: none"> • Classroom teachers actively promote SMSC by ensuring students work effectively in groups, pairs and as a whole class which creates a very positive climate for learning. • Teachers carefully plan how to promote SMSC through thoughtful consideration of spiritual and moral issues. • The well thought out Assembly rota is backed up by excellent assembly experiences and tutor time discussion of the 'Question of the Week' ensure all students have opportunities to develop their grasp, understanding and perspective on areas of SMSC. • The RS Department provides students with excellent opportunities to consider the 'Big Questions' as well as a variety of moral and social issues. The excellent work of the Department was recently featured on BBC news. • The student Inter-Faith Group is also beginning to work on ways of further developing students' understanding of spiritual, cultural and religious ideas and issues. • SMSC is further developed through a clear PSHE programme through Tutor Time interventions and a wide variety of extra-curricular activities. A group of Year 11 students were featured on the Channel 4 Programme 'Sexpressions' this Autumn Term. • The Academy runs a wide variety of enrichment experiences including a range of charity fundraising events such as a Christmas collection of food and cosmetics for Open Hands a local Leicester Charity, Comic Relief, Children in Need and World Aids Day. • Students have the opportunity for cultural development through the World Challenge visit to Morocco, international links with Nigeria and Sudan, as well as many opportunities to learn about cultures in different lesson experiences. • Students have many opportunities to watch and take part in music and drama performances, theatre visits and other creative opportunities for example in Rewards Assemblies, Christmas Concerts, celebration Evenings and other performances.. • Students are keen to be involved in both supporting the Academy community and individuals within the Community this is shown by the number of students acting as strong advocates of the Academy as Ambassadors at Open Evenings and Open Day. By the end of Year 13 all students have the opportunity to be involved in selecting new members of staff through interview panels, lesson feedback and giving guided tours of the Academy. • Students show a good understanding and respect for the religion and culture of others. 				

6 Overall Effectiveness

Overall Effectiveness	Overall	2	Revision date: September 2013	Author: CPA
<p>Our students benefit from teaching which is at least good and often outstanding resulting in highly positive attitudes to learning and outstanding achievement. Students are well prepared for the next stages in their development evidenced by 1.4% NEETS (5 year figure). Development of SMSC is good and sometimes outstanding and leads to students who play an important part in our communities. The achievement of critical groups is consistently high; Progress and attainment for our most income deprived children is outstanding given their starting points with 1 in 5 of these students gaining 3 A/A* grades. There has been a long term drive to secure outstanding learning through an unerring, innovative focus on pedagogy and professional development. Distributed Leadership is highly aspirational for the school, its staff, but most importantly for it's students. The school focusses on every child not just those that could be critical to performance table measures; 9 out of 10 students get 5 A*-C grades and there have been no permanent exclusions since 2008. Every child the school sees is guided towards qualifications with future pathways no matter how challenging the circumstances. Children in Care are fundamentally important to us and receive outstanding support leading to highly positive outcomes.</p>				