

Inspection of Bowland High

Riversmead, Sawley Road, Grindleton, Clitheroe, Lancashire BB7 4QS

Inspection dates: 7 and 8 December 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Outstanding

This school was last inspected six years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

What is it like to attend this school?

Pupils at Bowland High enjoy coming to school. Leaders have high expectations of all pupils and routinely remind them to follow 'The Bowland Way'. This means that most pupils, including those with special educational needs and/or disabilities (SEND), are motivated to achieve well and attend school regularly.

Most pupils meet staff's high expectations of behaviour in lessons. They are generally polite and well mannered. Most pupils follow the school routines and respect their teachers. Leaders deal quickly and effectively with bullying incidents. The positive relationships that teachers have fostered with pupils mean that they know who to turn to if they have concerns or any worries. This makes pupils feel happy and safe in school.

Pupils really enjoy attending clubs and activities outside the academic curriculum. Many pupils complete The Duke of Edinburgh's Award scheme and participate in competitions and local events. They particularly enjoy performing arts, sports and the school choir. They have access to a range of international experiences, from skiing and water sports to historical visits.

Leaders give all pupils opportunities to discuss careers and their future regularly. Pupils have access to the careers library and are able to participate in activities on 'Future Fridays' and college networking. As a result, they are extremely well informed about their next steps.

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

Leaders ensure that the curriculum is ambitious for all pupils, including those with SEND. Most curriculum leaders have carefully identified and ordered the key knowledge that pupils should learn. They have designed the curriculum to be as ambitious as the national curriculum in key stage 3. In key stage 4, leaders encourage pupils to study the English Baccalaureate suite of subjects, especially languages. They also guide pupils from disadvantaged backgrounds and pupils with SEND to choose a wide range of subjects in key stage 4. This helps pupils to achieve well.

Most subjects have specialist teachers. Their expert knowledge enables them to design appropriate activities that develop pupils' knowledge over time. Teachers enable pupils to revisit topics and concepts to ensure that new learning builds on their prior knowledge. In some subjects, this helps pupils to know more and remember more. However, some teachers do not check pupils' understanding well enough. This means that teachers are not able to spot and then address gaps in pupils' learning. At times, this limits pupils' ability to secure their learning as best as they can.

Leaders and staff are well equipped to identify the needs of pupils with SEND. Leaders involve parents, carers and external agencies in determining the appropriate

support to help these pupils flourish. Teachers make sure that pupils with SEND access the full curriculum and achieve as well as their peers. Staff are particularly effective in encouraging pupils with SEND to make the most of wider opportunities that are on offer to all pupils.

Leaders have prioritised reading. Pupils use the library enthusiastically and take advantage of the wide range of books available to them. Leaders check the reading knowledge of pupils and identify any gaps quickly. They then provide suitable support for pupils who struggle to read or comprehend texts. This enables pupils to become confident and fluent readers and to develop a love of reading.

Pupils behave well in lessons and are eager to work hard. There is very little low-level disruption. Pupils are focused and attentive in their learning. However, some pupils are less able to manage their behaviour at social times. As a result, some pupils do not build positive and respectful relationships with their peers.

Leaders ensure that pupils' personal development is promoted well. Pupils have ample opportunities to develop as active citizens. For example, they hold many leadership roles responsibly. This includes coaching, organising events, leading school performances and sports activities as well as supporting the well-being of their peers.

Leaders provide plentiful opportunities for pupils to engage in discussions and debates. For example, pupils explore moral decisions and different faith perspectives during the 'Big Question' days. This enables pupils to develop an understanding of different religions and cultures. It helps most pupils to develop a positive appreciation of diversity.

Pupils benefit from high-quality careers provision. Leaders create meaningful opportunities for pupils to encounter the world of work. They provide impartial careers advice and facilitate a wide range of opportunities for pupils to find out about different careers. After leaving Bowland High, all pupils enter further education, employment or training.

The local governing body and trust leaders challenge school leaders regularly. Governors are keen to establish views and feedback from parents, staff and pupils. Leaders also take staff workload into account when making decisions about the school. As a result, most staff feel valued and enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and teachers are adequately trained to identify pupils at risk of harm. Staff follow the safeguarding procedures to report and record concerns diligently. Leaders work productively with external agencies to support vulnerable pupils and their families.

Pupils are taught how to keep themselves safe. They are aware of risks such as sexual harassment, online safety and inappropriate relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers do not use suitable assessment strategies to identify gaps in pupils' knowledge. Nor do they address misconceptions effectively. Leaders should ensure that teachers are well equipped to spot, and then tackle, pupils' misconceptions before deciding what they need to learn next.
- Leaders and staff do not have consistently high expectations of pupils' behaviour at social times. As a result, some pupils do not behave as well as they should. Leaders should ensure that staff apply the behaviour policy consistently well and help pupils to manage their behaviour outside of the classroom.

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](#)' 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

Unique reference number	136997
Local authority	Lancashire
Inspection number	10265429
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	559
Appropriate authority	Board of trustees
Chair of trust	Dave Hollings
Principal	Laura Fielden
Website	https://bowland.atctrust.org.uk/
Date of previous inspection	13 and 14 December 2016, under section 8 of the Education Act 2005

Information about this school

- This school is part of the Achievement Through Collaboration multi-academy trust.
- The current principal was appointed in 2019.
- Leaders use one registered alternative provider.
- The school meets the requirements of the Baker clause, which requires schools to provide pupils in Year 8 to 13 with information about approved technical education and apprenticeships.

Information about this inspection

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

- 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.

- Inspectors held meetings with the headteacher, senior leaders and curriculum leaders. Inspectors also met with a range of other staff and leaders during the inspection. Inspectors also met with representatives of the board of governors, including the chair, trust leaders and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: mathematics, English, science and art and design. For each deep dive, inspectors discussed the curriculum with leaders and teachers, visited a sample of lessons, reviewed samples of pupils' work and spoke with some pupils, including pupils with SEND and disadvantaged pupils.
- Inspectors considered a range of documentation, including that relating to the curriculum, pupil behaviour, improvement plans and leaders' self-evaluation.
- The inspection team analysed safeguarding documentation, including the single central record. Inspectors spoke with a range of pupils, staff and leaders to evaluate the culture of safeguarding in the school. They scrutinised a range of documentation in relation to safeguarding.
- Inspectors spoke with the leaders responsible for personal development, pupil premium, SEND and reading.
- Inspectors reviewed a range of documents, governors' minutes, alternative provision, subject reviews, attendance and behaviour records.
- Inspectors considered the responses of parents to Ofsted Parent View, Ofsted's online survey, and the responses of pupils and staff to Ofsted's surveys.

Inspection team

Amina Modan, lead inspector	His Majesty's Inspector
Lindy Griffiths	Ofsted Inspector
Philip Lloyd	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022