

School inspection report

18 to 20 March 2025

Dixie Grammar School

Station Road

Market Bosworth

Nuneaton

Leicestershire

CV13 0LE

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders and governors work collectively to ensure that they prioritise the wellbeing of pupils, and that the school meets the requirements of the Standards consistently. Governors are actively involved in school life and provide suitable support and challenge to leaders. Leaders work closely with pupils, parents, staff and governors to identify priorities for improvement. For example, leaders have established the school's values of respect, resilience, courage, commitment and care, alongside others. This has resulted in the whole community sharing the common goal of pupil wellbeing.
2. Pupils access a broad and well-planned curriculum. Teaching encourages pupils to be academically ambitious. Teachers are knowledgeable and skilled in the subjects that they teach. They plan and deliver carefully structured lessons. Pupils of all ages and abilities, including in the early years, participate enthusiastically in class, collaborating successfully and learning to work independently. Pupils achieve well, including in a range of qualifications at GCSE and A Level.
3. Leaders ensure that pupils receive high quality support for their physical and mental health, as well as their emotional wellbeing. The curriculum supports pupils' understanding about the importance of these areas. Policies and procedures related to behaviour and bullying are well implemented, leading to a cohesive and calm community. Leaders ensure that they manage the site, including health and safety and first aid, to provide a safe environment for pupils.
4. Leaders teach pupils to champion the importance of equality, diversity and inclusion. Leaders invest in the curriculum and wider opportunities that pupils experience. Pupils develop a highly mature understanding of the importance of respect for others of different lifestyles, beliefs, cultures and faiths. This is a significant strength of the school. This teaching leads to a school community where pupils pro-actively support one another, exhibiting maturity in their approaches to collaborating and communicating with staff, pupils and visitors.
5. Through their coverage in the curriculum, pupils develop a strong understanding of the importance of public services, of values such as democracy, and a broad economic awareness. They take on responsibilities and contribute positively to the wider local area. Although there is a planned curriculum for careers, and associated activities for pupils, opportunities to consider a range of careers are less well developed for pupils in Years 7 to 9.
6. Leaders promote a highly effective safeguarding culture. Staff are suitably trained on joining the school and regular updates ensure that all have current knowledge of safeguarding. Procedures for the recruitment of staff are robust. Appropriate measures are taken to manage risk and to protect pupils. As a result, pupils feel safe and are safe in school.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- develop opportunities for pupils in Years 7 to 9 to learn about a range of careers to promote a broader understanding of the world of work.

Section 1: Leadership and management, and governance

7. With the support of governors, leaders have established a school culture which prioritises pupils' wellbeing. The school's values of respect, resilience, courage, commitment and care inform the decision-making by leaders and governors. Pupils support and appreciate these principles and their school community, where they thrive.
8. Governors actively monitor the life of the school to ensure that the requirements of the Standards are consistently met. Governors visit the school regularly, meet pupils and scrutinise leaders' work, policies and procedures regularly to make sure that these meet current statutory guidance. Termly committee meetings, during which leaders report to governors on all aspect of school life, enable governors to take decisions to improve provision for pupils. They use pupils' views to help guide their work about where the school could improve.
9. Leaders use a wide range of information to evaluate where provision is working well for pupils. They consider the views of pupils, staff and parents to create a reflective self-evaluation about the quality of provision. Their strategic planning identifies precisely the areas for development and how they will achieve these improvements. For example, leaders use information about the quality of teaching to deliver weekly an after-school programme of professional development for teachers that supports the planning and delivery of the curriculum.
10. Leaders ensure that children in the early years get off to a good start in their education and development. Adults are well trained and prioritise the wellbeing and safety of children in their actions and approach. They are suitably trained, including in paediatric first aid. Staff regularly self-evaluate their practice to identify where they could be more effective. The indoor and outdoor environment is well resourced and well maintained. Consequently, children are well cared for and make good progress in an inclusive, encouraging and enabling environment.
11. Leaders ensure that the school fulfils its responsibilities under the Equality Act 2010. The school has a suitable accessibility plan which focuses on the curriculum, the physical environment and accessibility of information, and is updated regularly. Measures are in place to ensure that everyone, including those pupils who have special educational needs and/or disabilities (SEND), can access school provision successfully.
12. Leaders undertake effective risk management to ensure the safety and wellbeing of pupils and staff. There are systems in place to check all areas of the school daily and to identify potential risks. Leaders and staff put in place risk assessments which identify suitable measures to ensure a secure environment. These are acted on to keep pupils safe. Risk assessments include for the science laboratories, for food technology lessons and for out of school visits, including overseas, as well as individual action plans for specific pupils' needs. Leaders ensure that staff with responsibility for managing and assessing risk are appropriately trained.
13. Leaders provide appropriate information to parents, pupils, staff and relevant external agencies. Most information is provided through the school's website, for example that related to policies and procedures. Leaders provide appropriate information to the local authority related to pupils who have an education, health and care (EHC) plan, including information related to finance and funding. Parents' meetings are held regularly, and leaders provide detailed personalised academic and pastoral reports to parents. Real-time feedback through a recently introduced digital

application enables pupils, parents and staff to track progress and achievements in all areas of school life.

14. The school has a suitable complaints policy. Complaints are rare. When they arise, leaders record these methodically and in detail, within appropriate timeframes. Leaders and governors review complaints regularly to identify trends and address areas of concern as necessary.
15. Leaders with safeguarding responsibilities are suitably trained. They liaise effectively and in a timely manner with external agencies so that pupils may receive appropriate support as needed.

The extent to which the school meets Standards relating to leadership and management, and governance

- 16. All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

17. Leaders have developed a balanced curriculum, linked to the school's aims and values, across a suitably wide range of subjects. For each year group, there are precise teaching plans in place for teachers to follow that lay out the content that pupils are to learn. This curriculum leads to a range of qualifications for pupils at GCSE, A Level and the Extended Project Qualification (EPQ). Leaders regularly review the curriculum for its suitability and to ensure that it is appropriately resourced.
18. Leaders plan the curriculum carefully to support pupils to be ready for the next stage in their learning. For example, the school's Dixie 6 programme, is designed to support Year 6 pupils to be ready for the academic rigours of senior school. Over the course of the year, the curriculum provides pupils with additional opportunities to study specialist subject content in greater depth, develop independent research and study skills and access additional accreditation, for example in public speaking.
19. Teaching in the early years is effective in supporting the youngest children to be ready for Year 1. Teachers are skilled at helping children to develop their communication and language skills, and their early reading and understanding of letters and the sounds they represent. For example, children in the Nursery class recognise their names, follow instructions, ask for help and participate enthusiastically in imaginative play. Children in the Reception class share ideas about other cultures through a focus on books such as *The Snail and the Whale* as the creatures journey around the world. Teachers ensure that children's vocabulary is extended and encourage children to share ideas through explanations.
20. Knowledgeable and skilled teachers plan lessons, resources and activities to support pupils to learn the intended curriculum effectively. Teachers provide effective opportunities for pupils to apply their learning in more complex ways. For example, in Year 3 pupils work in groups to independently analyse an ancient Egyptian engraving and make guesses as to popular leisure pursuits of the time. In Year 5 mathematics, pupils use resources and examples from the interactive white board to apply their learning to more complex questions. In Year 10 computer science, pupils apply their coding knowledge to independent projects. In Year 13 religious studies, teachers' judicious questioning elicits pupils' deep thinking on the subject of theological pluralism.
21. Leaders' re-organisation of their approach to assisting pupils who have SEND is providing effective support. Leaders provide precise advice to teachers so that they are aware of individuals' needs. Teachers meet these needs well, so that pupils who have SEND learn and fare well alongside their peers. Where needed, leaders organise suitable tailored interventions, including personalised academic timetables. A number of pupils in the senior school use the newly established base for pupils who have SEND for quiet revision or to access help and advice as necessary outside of lesson time.
22. Leaders ensure that the very small number of pupils who speak English as an additional language (EAL) are well supported linguistically through their programmes of work. Teaching provides pupils with specific topic vocabulary lists to assist their understanding in lessons, alongside specific, helpful feedback on progress. Pupils who speak EAL are also supported pastorally through a buddy system alongside a key member of staff who, for example, ensures that pupils have safety briefings in their native language.

23. Teachers and leaders use assessment information effectively to identify where pupils need additional support and help. Leaders organise targeted academic support for pupils as necessary, including in lessons or through additional catch-up sessions, where needed. Pupils, including children in the early years and pupils who have SEND, learn and achieve well. By the end of Year 6, most pupils meet or exceed national expectations in reading, writing and mathematics. Older pupils attain well in a range of GCSE and A level qualifications. Leaders and governors scrutinise examination results against national standards and use this to identify where they can further develop provision for pupils.
24. Pupils benefit from a wide range of activities in the enrichment curriculum, notably through the school's own 'Dixie Open Skies Education' programme. Opportunities in the school orchestra, dodgeball, running club, drama productions and the art of Kumihimo allow pupils of all ages to develop and expand their interests. Pupils take care of their rural surroundings and develop an appreciation of the natural world. Activities such as fence building and bee keeping allow pupils to acquire new skills and learn about sustainable ways of life.
25. While sixth-form pupils benefit from the same activities as younger pupils, they also take on an increasing range of opportunities. Many are involved in supporting the running of the school's enrichment programmes for younger pupils. Sixth-form pupils also raise money and take part in projects to support vulnerable communities in other countries. They value the contribution they can make practically to others and widen their experiences of other cultures.

The extent to which the school meets Standards relating to the quality of education, training and recreation

- 26. All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

27. Leaders have designed a well-planned personal, social, health and economic (PSHE) curriculum and a comprehensive and age-appropriate programme of relationships and sex education (RSE). Staff teach these curriculums effectively. Children in the early years learn about sharing, friendships and who can help them if they are worried. Older pupils study a range of topics, such as healthy relationships, keeping safe online and different types of families. Lessons provide pupils with opportunities to debate important themes, such as taking responsibility, what to do when things go wrong, conflict resolution and coping with stress. Pupils help leaders to review the curriculum. As a result, pupils value their lessons.
28. Leaders have implemented suitable policies and procedures related to anti-bullying and behaviour. Leaders have used the views of pupils and parents to focus on encouraging positive approaches to managing pupils' behaviour that everyone understands. Pupils' behaviour is of a very high standard. Leaders, using pupils' feedback, have developed an online system which allows staff and parents to see pupils' rewards in real time. On the rare occasion when poor behaviour or bullying takes place, staff deal with issues quickly and effectively. Pupils are supported appropriately.
29. Leaders create opportunities throughout the school for pupils to take on roles of responsibility. Prefects and school council representatives are elected democratically. Pupils suggest ideas for school improvement, such as the castle project for junior school pupils, outdoor clocks in the senior school and key values rewards available in the school's shop, from hot water bottles to breakfast with the head. Pupil panels contribute to the selection process for any new staff. Pupils recognise that their opinions are valued.
30. Leaders provide pupils with a well-resourced, broad physical education (PE) programme. Children in the Nursery and Reception classes develop their physical skills, such as their co-ordination, including through the use of play equipment. As they get older, pupils access a range of activities to develop their understanding of exercise and fitness. They access a range of sports and athletics, including football, netball, dance and cross country. They enjoy inter-house competitions as well as matches against other schools. Leaders are responsive to pupils' requests, for example, in the development of girls' football. Through the PSHE curriculum, pupils know how to keep physically and mentally healthy, focusing on healthy eating and the link between exercise and positive mental health.
31. Leaders have established comprehensive first aid provision. This provision includes appropriate training for staff, including paediatric first aid, effective recording and monitoring of the administration of medicines and first aid, and precise analysis of any incidents. Leaders invest in pupils' emotional wellbeing and mental health needs, including access to external specialist expertise, when needed. The school counsellor supports a range of pupils, including younger pupils through play. Trained sixth-form mentors support younger pupils, for example supporting the development of their social skills.
32. Supported by governors, leaders have implemented appropriate health and safety measures, including that related to fire safety systems. Premises and accommodation are suitably maintained. Daily site monitoring, weekly committee meetings and termly reports to governors provide ongoing oversight, and swift resolutions to any issues of concern. Health and safety protocols,

including that related to site security, are effectively maintained. Pupils are well supervised, including during social times. Pupils access high quality and well-maintained indoor and outdoor environments.

33. Attendance and admissions registers are appropriately maintained. The school reports to the local authority on pupil attendance as required, including informing it of pupils who join or leave the school at non-standard transition points.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 34. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

35. Leaders, through the curriculum, teach pupils to champion equality, to respect diversity and to be inclusive. Pupils develop their understanding of race, gender and disability. For example, pupils use the subject of football to promote discussion and understanding of diversity. Other pupils consider diversity within relationships and exploitation through human trafficking. Through events such as 'World Challenge' trips, pupils learn about other cultures, faiths and lifestyles. Within the religious studies curriculum pupils also learn about others' views through debate on religious beliefs. Assemblies, sometimes led by sixth-form pupils, promote equality, diversity and inclusion through, for example, considering the effect of gendered language.
36. Over time, pupils develop their understanding of important values, such as democracy, the rule of law, individual liberty and mutual respect. Younger pupils learn about democracy and religious freedom through interactive assemblies and develop an understanding of tolerance and respect in PSHE lessons. As they get older, pupils learn about the British parliamentary system, including the range of different political ideologies. Pupils also consider human rights and the United Kingdom's relations with Europe and the United Nations so that they may develop an understanding of global political decisions.
37. As soon as they join the school, pupils are taught about the importance of right and wrong. The youngest children in the early years are taught by staff about important social skills, such as listening, taking turns and treating each other kindly. Staff model respectful interactions for them. Through the curriculum, as they get older, pupils gain knowledge of the justice system, the role of the police and the operation of courts and tribunals. Pupils confidently distinguish right from wrong, demonstrating high levels of care and consideration across the school and taking responsibility for their actions. They are respectful of the school rules.
38. Leaders have recently reviewed and developed their careers programme for pupils. This ensures that pupils, including in the junior school, benefit from learning about the world of work. This curriculum is enhanced by visiting speakers from a range of different careers. The oldest pupils receive appropriate independent information, advice and guidance, including that related to subject choices, work experience and further education, training and employment, including apprenticeships. However, the curriculum is not as well developed for pupils in the senior school in Years 7 to 9. Pupils do not have a well-developed understanding, in an age-appropriate way, about the range of careers available to them.
39. Economic education is delivered through PSHE lessons, assemblies and the wider curriculum. This starts with the youngest children in the Reception class, who learn about the role of money in paying for goods when they play at shopping. As they get older, pupils are taught about bank accounts, debit and credit cards, payslips and income tax so that they are financially literate. For example, in Year 9 PSHE lessons pupils apply key financial terms and concepts to real life situations. Some pupils from the young enterprise programme work with local companies, learning the importance of presenting a business case which includes financial forecasting.
40. Leaders encourage pupils to contribute positively to the local area and wider society and take responsibility. Many pupils volunteer in the local community, for example litter picking and clearing the canal path. Other pupils, through The Duke of Edinburgh's Award Scheme (DofE), work with

younger pupils and volunteer in care homes. Pupils take part in events to raise money for a range of charities.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

41. All the relevant Standards are met.

Safeguarding

42. Supported by governors, leaders and staff have established a robust safeguarding culture. They prioritise pupils' wellbeing and safety in their decision-making. A well-considered policy and protocols are in place and available on the school website and take account of the most up-to-date statutory guidance. Leaders are well trained and knowledgeable about their roles.
43. Governors are experienced and well trained to oversee the work of leaders. Through a range of activities, governors have effective oversight of safeguarding. An appointed safeguarding governor visits the school regularly, talks to staff and pupils and reviews leaders' records. Governors discuss matters, analyse trends and review the school's response to issues that arise, including through the termly governance meetings.
44. Leaders ensure that staff are well trained, including through induction for new staff as soon as they join the school. Annual training for all staff is enhanced at regular intervals by additional training sessions throughout the year and weekly electronic briefings. This information allows staff to have current knowledge of safeguarding issues, including the risks posed by extremism. Staff are vigilant to any concerns about pupils and report their worries in a timely and appropriate manner.
45. Concerns about pupils are reported and recorded appropriately, including the rationale for actions taken. When required, timely referrals to relevant external agencies, such as children's services, are made. Leaders ensure that effective support is in place for pupils. Records are reviewed regularly by the safeguarding team so that the school is aware of any emerging patterns. These help leaders to make decisions about staff training needs, or pupils' curriculum needs.
46. Pupils know who to go to if they are concerned for their own or others' safety. They are well informed about the ways in which they can seek help, including anonymous reporting, for all safeguarding issues. Pupils are confident that any concerns will be taken seriously and that appropriate arrangements will be put in place to deal with matters promptly and effectively. Leaders also provide safeguarding forums for parents, with a focus on online safety, for example.
47. Pupils are taught how to keep safe, including when online. They are taught about a range of issues through PSHE lessons, assemblies and form time. Leaders have effective filtering and monitoring systems in place, which help safeguard online learning, activities and technological devices. The school's policies related to the use of devices are consistently enforced, promoting a safe and focused school environment.
48. Leaders are well trained in safer recruitment and ensure that they undertake all appropriate checks on adults before they work with pupils. These checks are recorded on the school's register of appointments.
49. The school understands the link between attendance and pupil wellbeing. Leaders ensure that absence is followed up swiftly. Where needed, pupils are provided with timely support to help them attend. Leaders work closely with relevant external agencies where there are concerns about pupils' absence.

The extent to which the school meets Standards relating to safeguarding

50. All the relevant Standards are met.

School details

School	Dixie Grammar School
Department for Education number	855/6004
Registered charity number	514407
Address	Dixie Grammar School Station Road Market Bosworth Nuneaton Leicestershire CV13 0LE
Phone number	01455 292244
Email address	info@dixie.org.uk
Website	http://www.dixie.org.uk
Proprietor	Leicestershire Independent Educational Trust
Chair	Mrs Jo Fenton Parkes
Headteacher	Mr Richard Lynn
Age range	3 to 18
Number of pupils	491
Date of previous inspection	22 to 25 March 2022

Information about the school

51. Dixie Grammar School is an independent selective co-educational day school located in Market Bosworth. The school is run by the Leicestershire Independent Educational Trust and overseen by a board of governors. There is a nursery called The Pippins for children for children aged 3 to 4, and a junior school for pupils from Reception to Year 5, located on a separate site based at Temple Hall, Wellsborough. The senior school, situated on the Market Bosworth site, is for pupils in Years 6 to 13.
52. There are 48 children in early years comprising one Nursery class and one Reception class.
53. The school has identified 74 pupils as having special educational needs and/or disabilities (SEND). Eight pupils in the school have an education, health and care (EHC) plan.
54. English is an additional language for a very small number of pupils.
55. The school states its aims are to educate its pupils to the highest standards of excellence to become full, confident and active members of the community, thus preparing them for the global society of the twenty-first century.

Inspection details

Inspection dates

18 to 20 March 2025

56. A team of six inspectors visited the school for two and a half days.

57. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

58. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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