

# Monks' Dyke Tennyson College

Monks' Dyke Road, Louth, LN11 9AW

## Inspection dates

19–20 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Following the amalgamation of the Louth and Mablethorpe sites in autumn 2012, students' achievement has declined in most GCSE subjects. This is because the college has entered them for GCSE examinations before they are ready.
- Students do not use their subject knowledge sufficiently, especially when applying numeracy and literacy skills.
- Teaching is not yet good across the college, and a little is still inadequate. Less effective teaching does not assess or challenge students to help them make full use of their knowledge and deepen their understanding.
- Easy work leads to wasted time in some lessons and students' attitudes and behaviour towards learning are not always as good as they should be.
- Marking is not consistently good in quality and some students do not receive sufficient guidance on how to improve their work.
- Students do not engage enough in discussions and assessment of their work.
- Attendance is below average but improving.
- Until recently, leaders' observations of teaching did not sufficiently take account of the impact of teaching on learning and students' achievement.
- Some subject areas are not well led and improvement planning is not sufficiently prioritised.
- Governors have an effective understanding of the college's finances but have not held leaders sufficiently to account over the quality of education provided.
- The sixth form requires improvement because some students have not completed their courses, and their progress has not been good enough to enable them to gain better A- and AS-level examination results.

### The school has the following strengths

- The effective leadership of the Principal and his senior team is improving the college.
- Achievement is improving because leaders have ended the practice of entering students for GCSE examinations before they are ready.
- Teaching is improving because leaders check its quality, tackle underperformance quickly and identify and share good practice.
- Behaviour is improving and firm action is taken against any unacceptable behaviour.

## Information about this inspection

- Inspectors observed 48 lessons across both sites of this college, of which 14 were seen jointly with the Principal or senior leaders. Inspectors also toured the site and made observations of students' behaviour and attitudes during and between lessons.
- Inspectors looked at a range of information about students' progress, attainment, behaviour and attendance. They also studied the college's improvement plans, assessment records, checks on the quality of teaching and documentation relating to the safeguarding of students.
- Discussions were held about the college's self-evaluation with the Principal and senior leaders.
- Further meetings were held with senior leaders, subject leaders, the Chair of the Governing Body and a second governor, and a senior adviser from the local authority.
- Inspectors met with students from different year groups on the first and second day of the inspection, in order to discuss how safe they feel, their views of behaviour at the college and their academic progress.
- Inspectors took account of 41 responses to the online questionnaire (Parent View) and the college's identical survey of 150 parents. They received three telephone or email contacts from different parents.
- The inspection team also studied the 64 responses of teachers and staff who completed a questionnaire.

## Inspection team

David Turner, Lead inspector	Additional Inspector
Renee Robinson	Additional Inspector
Timothy McGuire	Additional Inspector
Rachael Hennigan	Additional Inspector
Harkireet Sohel	Additional Inspector

## Full report

### Information about this school

- This is an average-sized secondary school. The college consists of two sites which are 15 miles apart in Louth and Mablethorpe.
- When inspected in January 2012, the college site at Louth was called Monks Dyke Technology College and was federated with Tennyson High School, situated in Mablethorpe. The schools amalgamated in September 2012 to create the newly named Monks' Dyke Tennyson College.
- At the time of this inspection, the Principal and the two Vice Principals had been in post less than two academic terms.
- The college operates within an area where some students attend grammar schools.
- The population of the area served by both campuses has changed, and the numbers of students attending the school are reducing.
- The vast majority of students are of White British heritage.
- The proportion of students known to be eligible for free school meals or in the care of the local authority for whom the college receives the pupil premium (additional government funding) is above average.
- The proportion of disabled students and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- Currently, 24 students attend alternative provision in a range of applied and work-related studies, on a part-time basis. They study at Wolds College and Aswell Street Hair Salon, run by the Grimsby Institute.
- The college meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

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

- Improve the quality of teaching to make it at least good and accelerate students' progress by making sure that:
  - teachers ensure that work is sufficiently engaging and demanding for all abilities
  - work requires students to apply their knowledge, to improve their skills in numeracy and literacy and deepen their understanding of what they learn
  - teachers check students' understanding and adapt their teaching when necessary to enable students to learn well
  - marking is regular and informative and students are using the advice given to them so they improve their work.
- Improve behaviour and safety by:
  - making sure that students' attitudes to learning are always at least good.
- Improve the quality of leadership and management by ensuring:
  - all evaluations of teaching quality are linked to the learning of students over time
  - all subject leaders are focused on raising standards, students' engagement in lessons and the improvement of teaching, particularly in relation to the level of challenge and the quality of marking
  - new college improvement plans have fewer and more precise aims
  - governors are supported to gain an understanding of the performance of the college, which

matches their knowledge of its financial situation.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Students enter the college with standards at least below, and often well below average. Prior to the amalgamation of the two schools, students' achievement was improving and their GCSE and BTEC results of 2012 had risen to be above average.
- Achievement fell sharply in summer 2013 because students were entered for most of their GCSE examinations a year early and too many were not ready to take them in Year 10. Although standards reached in English and mathematics remained similar to national results, the overall progress made by students was much lower than in the previous year. The policy of early GCSE examination entry has ended.
- Reliable evidence assembled by the college and seen during the inspection shows the proportion of Year 11 students predicted to achieve five or more GCSE grades of A\* to C including English and mathematics in summer 2014 is likely to be close to the latest national average results. Progress is also predicted to be at a similar rate to that expected nationally.
- As in other subjects, the college used early entry in GCSE mathematics before many students were ready to perform at their best. This has not supported good progress among the most- and least-able students, although some students achieved well in 2013.
- Across subjects, including mathematics, science and humanities, students show they are able to learn basic knowledge and skills but they are less confident in using them to handle higher-level work. Their written work shows they sometimes spend too long on similar, repetitive activities. This limits their gains in higher skills, such as using numbers to make decisions about real-life situations or writing effectively to argue and persuade in subjects other than English. For example, in a Year 11 mathematics lesson, students were clearly able to use their arithmetic skills to calculate statistical answers, but were unsure about what the answers could tell them. They were helped to overcome this problem with support, but their progress was slow.
- In a number of subjects, including science, students are less confident when using the vocabulary of the subject or writing about what they have learned. Their vocabulary is sometimes limited and they experience difficulty when explaining their ideas. However, this was not the case in art and business studies, where students of all abilities were encouraged and supported to use new and sophisticated words and concepts.
- The achievement of students supported by the pupil premium is currently improving in the different year groups of the college. In summer 2013, the gap between Year 11 eligible students and their classmates was around one GCSE grade lower in English and mathematics, although the difference in progress was reduced in English for the third year.
- Disabled students and those who have special educational needs are making similar progress to their classmates. However, there are also examples of good and exceptional achievement, as a result of effective assessment, challenging targets and close support in lessons.
- The progress of those students in Year 7 who are eligible for additional help with literacy and numeracy as part of the government's 'catch-up' premium is improving. For example, teaching is helping them to use phonics (the sounds that letters make) more confidently and accurately. As their confidence increases, they are becoming more skilful in discussing how stories are developed and they now enjoy reading regularly.

- The academic achievement of students attending off-site alternative education is similar to that of the rest of their year groups in English and mathematics. However, their workplace achievement and learning are good because they enjoy what they do and are committed to their studies. The college carefully organises their placements are safe and checks on their attendance and progress.
- The achievement of sixth form students is improving. They enter the sixth form with below-average attainment, but their results in AS- and A-level examinations are rising to within the average range, although in the past some students have struggled at AS level. Most students are now completing their studies because of helpful advice about the courses and the higher-entry requirements currently expected. This guidance helps them begin their studies more qualified to achieve well and they are now better taught. Students are being better supported to achieve at least a C grade in GCSE English and mathematics before they leave. The achievement of disabled students and those who have special educational needs is also improving, with examples of some gaining entry into higher education.

### **The quality of teaching**

### **requires improvement**

- Over time, teaching has not been good enough to support good progress across different groups of students, including the most able. There is wide variation in the quality of teaching and while it is currently improving, a very small amount is still inadequate.
- Where teaching requires improvement, it results in groups of students working through tasks with a limited understanding of the purpose or they find the work easy and lose interest. This is because teaching and work set do not stretch and challenge all abilities. As a result, the more able and, sometimes, the least-able students are not helped to learn as well as they can. For example, in Year 11 science, middle-ability students learned well when asked to identify organs of the body and describe their function, while those of a higher ability found the work too easy and were less committed to the task.
- Questioning does not challenge students to think more deeply about their work. Frequently, boys dominate oral work in class. Students sometimes find it difficult to explain how an idea works in practice or how a rule can be applied and their answers are too short. This is because teaching does not give them enough time to think about their answers before they speak.
- Teaching sometimes prompts students to learn successfully. For example, in Year 11 mathematics students were helped to resolve misunderstandings about using calculations when solving problems with frequency tables. In Year 7 art, students were able to speak about texture, shading and other drawing techniques.
- Some of the strongest teaching, including that which is outstanding, frequently requires students to put their thinking to work quickly and use new knowledge to solve a problem. This work is hard but explained in ways students understand and they are well supported with interesting resources. For example, in business studies, students are experienced in studying a key idea or concept and then applying it to a practical situation. Inspectors saw Year 10 students studying two production methods and then tackling a challenging case study extremely well, drawing on what they had learned. In a Year 7 French lesson students quickly wrote successful paragraphs in French about their own homes because they had been supported to think it through carefully before starting.
- Classroom assistants are not used consistently well in order to support learning. In some lessons their support is focused on what the students are intended to be learning and leads to good

progress, while in others they do not effectively support students' understanding.

- Teachers' marking of students' work is not consistently good and does not yet support good development of knowledge and skills across all subjects, including mathematics. Mistakes are sometimes missed, including calculation errors or errors in sentence construction and misspellings. Sometimes work is checked off but students are not advised on how to improve or tackle it differently next time. When advice is given, not enough teachers check it has been followed. Overall marking quality varies but there are some examples which are very supportive in helping students understand what they can do to improve their performance.
- Teaching in the sixth form is improving and supporting higher levels of achievement. The standards required of students before they enter advanced courses are higher. Targets to be achieved are more demanding. Teachers now check on students' understanding more closely, particularly at AS level where achievement has been lower in the past. AS-level teaching is increasingly better organised to help students apply their knowledge more successfully to secure the higher-level skills required to tackle advanced work and examinations. Some teaching, over time, is outstanding in the few applied courses. Inspectors saw very strong teaching in health and social care, where students were supported to make quick and thoughtful use of information about the standard of living and its effects on people's health.
- Sixth form students who have not achieved a C grade or better in GCSE English and mathematics are being well supported to do so. Students are taught the essential skills of writing applications for employment and university. As a result, sixth formers feel more confident about taking their next step into adult life, whether to higher education or employment.

### **The behaviour and safety of pupils**

### **requires improvement**

- The behaviour of students requires improvement. Students' attitudes towards learning are improving but they are still too varied, in line with the quality of teaching. While some examples of very positive attitudes are found with eager students committed to learning, there are also examples of students who contribute little, do not give good attention to their work, lose interest quickly and, in a very few cases, take part in low-level disruption.
- Teaching sometimes does not help students see the purpose of their learning. This results in students losing interest or giving up if the work starts to feel too difficult. Equally, when expectations or assessment have allowed too much time for easy work, students are less committed and engage in off-task behaviour. In a few examples seen, students did not respond to teachers' instructions to improve behaviour.
- The best attitudes to learning are found when students are supported to understand and tackle demanding work which helps them see how they can skilfully use their knowledge. They gain confidence and their motivation rises. Students appreciate this teaching, respect their teachers and the difficult level of work they offer. In these situations, teachers have invested a great deal of time in highly supportive relationships. They are patient and encouraging but they are also uncompromising in their expectations.
- Students' conduct is normally positive around the two sites. They are polite, respectful of each other and welcoming to visitors. There is little evidence of litter being dropped and inspectors noticed how mobile technology is not misused in lessons. Students take a pride in their appearance and there are few reminders necessary about uniform rules.

- Older students from both campuses who study GCSEs, BTEC and sixth form courses, study together and travel between Louth and Mablethorpe for option studies at least twice a week. They manage themselves well on the different sites and show a growing sense of unity as one college. Careful guidance and planning from leaders has supported students to develop positive attitudes to work and to taking their education forward. Consequently, increasing numbers of sixth form students are considering university and higher level careers. Sixth formers advance their employability skills well.
- The college's work to keep students safe and secure is good. Leaders ensure that access to the two sites is secure and that staff are rigorously checked for their suitability. Unacceptable behaviour is never tolerated. Students told inspectors they feel safe in college and would be confident to report any problems to their support workers and teachers. They believe bullying is rare, understand different types and that it will be tackled when reported.
- Students have a clear awareness of the risks associated with using the internet and explained to inspectors how they could avoid putting themselves into unsafe situations and handle cyber-bullying were it to occur.
- Parents agree that the college is a safe place for their children. However, a small proportion of parents have expressed concerns over bullying, the management of behaviour and responses to concerns they have raised in the past. During the period of amalgamation, pastoral leadership roles were reduced at the college. However, the college has moved on from this situation. The college has appointed additional support staff to ensure all students have an adult they can report concerns to, as well as to their form tutors and teachers. Students express confidence in this change.
- A Vice Principal is based at each campus to oversee all aspects of education and care. Together with their new support leaders, students have confidence in how they can get help and who to turn to.

### **The leadership and management**

### **requires improvement**

- This college is still affected by what has happened since the amalgamation of two sites into one school. There have been many changes and challenges for leaders to tackle. The college has also faced financial pressure as the local population declines and student numbers reduce.
- The newly appointed Principal has quickly worked to resolve the most important challenges, securing much-needed improvement. Inspectors found the college's self-evaluation of the quality of education to be honest, accurate and perceptive. The Principal is inspiring teachers and governors to take the college forward. He is setting uncompromising, high expectations for performance from all members of the college community. Staff have rapidly given unanimous support to his direction of leadership.
- Leaders have ended the policy of entering students early for GCSE examinations, which depressed results in 2013. The range of subjects offered to students has been quickly and skilfully redesigned to meet this change and students who are affected have had the changes carefully explained. Expectations have been raised and more students are studying GCSE subjects, especially science.
- Older students are benefiting from improved advice about the courses they study in the sixth form and entry standards have been raised for advanced courses. As a result, more students are now completing courses. Career and higher education advice is effective and more students are



reaching university. Sixth form leadership is strengthening and contributing to this better guidance.

- Teaching is firmly improving because senior leaders are accurate in their observations and use their findings to quickly tackle any underperformance in teaching and plan improvement work. Skilled leaders of teaching are directed to support teachers to improve within the college and external training has also been used. The results have been effective in raising teaching quality.
- In the current academic year, supported by the Principal, leaders have used their improved understanding of teaching quality to set more realistic targets to manage teachers' performance, which are clearly based on their impact on students' progress and achievement.
- Not all subject leaders are providing good leadership. Students' recent achievement and the quality of teaching and marking show that subject leaders' improvement work lacks a tight focus in some important areas, such as students' achievement, attitudes to learning, and teaching quality, especially marking. Subject leaders are now supported to be more effective by senior leaders and they are also being held to account for their work.
- Leaders have focused, latterly, on fewer but very important areas for improvement and this has helped to speed changes. However, existing improvement plans are not yet tightly focused and the number of targets and activities is too large. Senior leaders are currently tackling this weakness.
- The Principal and senior leaders are working to ensure that staff and students from both campuses are brought together through work, study and an increasing range of interesting learning opportunities. Some of these additional opportunities are accessed outside lessons.
- Parents are supportive of the quality of education provided by the college, having previously expressed some concerns about behaviour in response to Parent View.
- Safeguarding arrangements comply with requirements. The college takes the protection of students seriously.
- The college has received effective support from the local authority. Advisers have provided useful advice about the development of subject leadership and have supported senior leaders in ensuring an accurate view of the quality of teaching across a number of subjects.
- The promotion of students' spiritual, moral, social and culture development is effective. There are many opportunities for students to reflect on different faiths and cultures, on spiritual matters, and to contribute to the leadership of the college. In addition, students benefit from an exciting range of activities, clubs and sporting events. They are also re-establishing a radio station for their own broadcasting and have developed a range of international links, along with expeditions through World Challenge and the Duke of Edinburgh Award scheme.
- **The governance of the school:**
  - Governors are long-serving and committed to the college. They offer a range of useful skills and professional experience. Governors visit regularly and are knowledgeable and effective when discussing the financial situation of the college and how they are working with the local authority to manage and improve it. They have become more effective at asking the questions required to challenge and support the college regarding its wider performance and hold leaders more readily to account. They are gaining greater competence to interpret the data available on students' progress and attainment. Their understanding of the quality of teaching

is increasing and they are getting better control of teachers' pay progression and the reasons for awarding increased rates of pay. Their understanding of how the pupil premium is spent is growing, they ensure the Principal is subject to fully independent, external performance management. A review of governance is recommended to enable governors to take their skills further forward.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120713
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	424929

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	960
<b>Of which, number on roll in sixth form</b>	160
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rachael Tickhill
<b>Principal</b>	Mike Eyre
<b>Date of previous school inspection</b>	18 January 2012
<b>Telephone number</b>	01507 606349
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