

# The Martin High School Anstey

Link Road, Anstey, Leicester, LE7 7EB

**Inspection dates** 19–20 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Leaders and managers do not have systems in place rigorous enough to check that the quality of teaching. The information they collect is not used effectively to ensure the quality of teaching is consistently good.
- The limited analysis of students' achievement in Key Stage 4 does not give leaders and managers an accurate picture of attainment and progress, in order to address any underachievement.
- Teachers do not use assessment information on attainment and progress regularly enough to make sure students are challenged and learn well. The most-able students do not achieve well enough.
- Disabled students and those with special educational needs do not make as much progress as they should across Key Stage 3.
- Teachers' marking and feedback do not consistently help students understand what they need to do to improve their work.
- Teachers do not check students' understanding frequently enough so that the learning intended can be changed, when necessary.
- The governing body does not hold the school to account as well as it should. It has not made sure that it receives appropriately detailed information regularly about teaching and students' achievement as the school has grown.

### The school has the following strengths

- Students enjoy school, get on well with each other and make good progress when learning is challenging and engages their interest.
- Strong relationships between staff and students mean students behave well in lessons and around the school.
- Students are cared for well and are safe.
- The school provides well for students' spiritual, moral, social and cultural development. This has led to a culture of trust and respect across the school.

## Information about this inspection

- Inspectors observed 34 lessons, three of which were conducted jointly with a senior leader. Time spent by the students with tutors was also observed.
- Inspectors analysed students' work from a wide range of subjects.
- Meetings were held with the headteacher, senior and subject leaders, and teachers who had recently qualified and were new to the school. Governors, including the Chair of the Governing Body, met with an inspector.
- Inspectors met with four groups of students, in addition to observing students' behaviour and talking to them around the school. Inspectors also heard some students read.
- Inspectors reviewed the school's work and looked at policies, its self-evaluation and development planning, monitoring records, information about students' progress and the arrangements to keep students safe.
- The views of 47 parents and carers who submitted them on the Ofsted online, Parent View website, and of 68 staff who completed a questionnaire for the inspection were analysed and taken into account.

## Inspection team

Susan Vasey, Lead inspector	Additional Inspector
Stuart Williams	Additional Inspector
David Martin	Additional Inspector
Mandy Wilding	Additional Inspector

## Full report

### Information about this school

- Since the previous inspection, The Martin High School Anstey, which was an 11-14 middle school, has extended the age range of the students it teaches.
- Following a period of transition, the school is now a secondary school with students of ages 11-16. The first Year 10 students were admitted in September 2013 and are currently in Year 11.
- Following this period of rapid growth, the school has increased from 600 to 911 pupils in the last 15 months. It is now the size of an average secondary school.
- Most students are of White British heritage and speak English as their first language.
- The proportion of students known to be disadvantaged and, therefore, supported through the pupil premium is below average. In the school, one in seven students is eligible for the pupil premium. This is additional government funding for those students who are known to be eligible for the free school meals and those who are adopted or looked after.
- The proportion of disabled students and those who have special educational needs is average. This is one in six students in the school.
- The government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics, are not reported, as students have not yet completed GCSE courses.
- A small number of students attends part-time alternative provision at Gaz's Engines.
- Due to the school's expansion, in the last 15 months, 30 new members of staff have joined the school, of which 23 are newly qualified teachers; many departments have doubled in size.
- The school has academy status and is not linked to a local authority or other academies.

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

- Improve the impact that leaders, managers and governors have on teaching and achievement by:
  - ensuring that monitoring and evaluation systems are applied fully to check that the quality of teaching is at least consistently good across the school
  - collecting accurate data on students' attainment and progress, to ensure that the academic targets to be achieved at Key Stage 4 are as challenging as those at Key Stage 3
  - making marking and assessment more effective, so that students understand what to do next to improve their work.
- Make teaching at least consistently good and ensure teachers' assessment of students' understanding is better by:
  - making sure teachers use accurate data on progress and attainment to target work more carefully to the different needs of the students, especially those of the most able and disabled students and those who have special educational needs
  - using the best practice in questioning to check students' understanding and to adjust tasks accordingly.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- The headteacher, senior leaders, and the governing body have high aspirations for the school as an 11-16 secondary school. However, as it has grown to include Key Stage 4 students, the systems needed to check on achievement and teaching have not been developed sufficiently. As a result, senior leaders are not able to evaluate performance accurately and make improvements needed.
- The school leaders do not collect information about students' progress during Key Stage 4 regularly enough. Leaders do not analyse and evaluate attainment and progress data well enough. Too few attainment measures are used to check all groups of students are making enough progress.
- As the numbers of teachers in the school have increased rapidly, current methods to monitor and improve the quality of teaching are not adequate to check that its consistency and quality are improving. Consequently, the teaching across the school varies too much in quality.
- There are some very strong subject leaders that have the skills to ensure teaching in their subjects is effective. However, good practice in marking and the use of assessment is inconsistent within and across departments.
- The range of learning opportunities is well planned, broad and balanced, and takes account of the aspirations and needs of the students. Leaders ensure there are good opportunities, both in the classroom and through activities outside the timetable, to promote fundamental values and to develop tolerance and respect. Students have opportunities to participate responsibly in the local community. They are prepared well for life in modern British democratic society.
- The school offers a wide range of cultural and social activities. The students benefit from plenty of opportunities through trips and visits to understand different peoples' beliefs. A wide range of sports activities and music tuition is available. There are many examples of fundraising for local charities, including the annual 'Bowline Walk' – all of which contribute strongly to the students' social, moral, spiritual and cultural development.
- Older students in the school receive careers advice and useful information is provided about further education, training and employment. On the whole, students felt well informed about the choices they have and what their next steps will be.
- The pupil premium funding is used effectively, particularly to raise literacy standards across the school. The gap between the attainment of disadvantaged students and their classmates has narrowed over time. The school has used the pupil premium effectively to reduce class sizes, so that students get the support they need.
- The headteacher is determined the expansion of the school does not change the strengths of its ethos. All leaders are determined to maintain the personal approach to the care provided for students. As a result, the school remains a very cohesive community, as demonstrated in the students' good behaviour.
- Leaders promote equality of opportunity effectively and tackle any discrimination. They have improved the attainment of disadvantaged students and ensure that students at risk of exclusion stay in school.
- Newly qualified teachers in the school are supported well by their mentors and benefit from the training opportunities provided.
- Leaders keep close checks on those students attending off-site, alternative provision. They ensure they have good attendance, behave well and are safe.
- The arrangements for safeguarding meet statutory requirements. Students are cared for well.

- As an academy, the school does not have regular contact with a local authority.

#### ■ The governance of the school:

- The governing body provides appropriate support to the school, but does not hold it to account for its performance as well as it should. For example, while governors understand the data on students' achievement at Key Stage 3, they do not ensure that they receive data in sufficient detail to enable them to check the progress that different groups of students are making in Key Stage 4.
- The governing body is not able to monitor the school's effectiveness accurately throughout the year because the current monitoring systems do not provide sufficient information for them to do so.
- The governing body does not check teaching in enough detail as the school grows. Governors have applied a clear pay-progression policy, which links teachers' performance directly to any pay reward. They understand performance management practice. They have worked with the headteacher to tackle inadequate teaching, but have not pressed strongly enough for consistently good teaching.
- Governors make sure the pupil premium and Year 7 catch-up funding is used effectively.
- The governing body ensures the school's website is informative, but the website does not provide all necessary information for parents.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of students is good. This is achieved through the high expectations that all adults have of students' conduct. Adults and students enjoy warm, caring relationships and get on well together. There is a culture of genuine inclusion, trust and respect within the school. Students, teachers and parents all agree with inspection findings that behaviour is good.
- The successful development of students' spiritual, moral, social and cultural understanding underpins the good atmosphere in classrooms and in the social areas outside them. Students were very keen to tell the inspectors how well they all get on. One student said this was the best thing about the school.
- Students are punctual to lessons, well prepared and come with the appropriate equipment, ready to learn.
- In lessons, students are polite and get on with their work. They say that learning is rarely slowed by any disruption and the school's records confirm this. There was a calm, purposeful atmosphere in all the lessons observed.
- As the number of students has increased, the school buildings have become more crowded. However, students move around the school calmly and are considerate to each other in the corridors and busy staircases between lessons.
- Levels of exclusions are low. This reflects the positive attitudes to learning of the vast majority of students, including those in alternative provision.

#### Safety

- The school's work to keep students safe and secure is good. All necessary arrangements for the safeguarding of students are in place. The building is secure and staff are checked carefully prior to appointment. Safer-recruitment and safeguarding training are undertaken regularly.
- Students say there is very little bullying, including racist or homophobic bullying. School records confirm that this has been the case over time. The students are taught well about different types of bullying and how these might arise. Students say they are confident to talk to adults about any concerns and know they will be supported effectively.
- Parents, rightly, have a high degree of confidence that their children are safe at school and say that they are happy and well looked after.

- Attendance is continuing to improve and is currently above the latest national average. Effective systems are used to follow up any unexplained absences.

### **The quality of teaching** requires improvement

- As the school has expanded, students have not always benefited from consistently good or better teaching across all subjects. This variability is the reason why teaching requires improvement.
- Teachers do not consistently use assessment data on progress and attainment to plan and target work to the different needs of the students. This means that some students, including the most able, sometimes make slow progress because they find work too easy.
- Teachers' marking of students' work, including giving points for improvement, are not consistently good and often weak. For example, some teachers provide very clear advice, so that students know exactly what to do to improve their work in order to make better progress. Other teachers give praise freely, but fail to give pointers to improvement. In some cases, marking is done at the end of a topic and no opportunity is given for the students to put into practice the suggested improvements, before moving on to a new topic.
- Teachers do not check frequently for understanding through appropriate questioning. Some teachers use questions skilfully to check learning and understanding and identify students who may need additional challenge, or more support.
- Demanding questions make the most able think hard. However, this practice is inconsistent. Sometimes students are not challenged enough and are allowed to work too slowly. Consequently, they do not make as much progress as they should.
- Almost all teachers help students to show respect for others. Consequently, students have highly positive relationships with each other and their teachers. When this is combined with good teaching, the positive attitudes that most students have towards learning make a strong contribution to their good progress.
- The teaching of literacy, mathematics and reading in Key Stage 3 is accelerating the progress of younger students in all three skills. The scrutiny of students' work showed they write at length often and teachers correct spelling, punctuation, grammar, and numerical errors. The impact of teaching on students' practice in these skills in Key Stage 4 is much less effective.
- The inspectors observed teaching assistants used effectively. Assistants were often deployed well to support students' learning. However, support is not effective consistently in enabling disabled students and those who have special educational needs to make good progress.
- Homework supports learning well and students report homework is set regularly. Teachers enhance this further through a range of after-school clubs and 'surgeries' for students who want extra help.
- Where teaching is most effective, teachers have strong subject knowledge and use this effectively to excite and engage students in learning. These teachers expect students to work hard and challenge their thinking. They never accept answers which lack consideration and thought. This was seen in a lesson, when students had to justify their views about who is to blame for homelessness.

### **The achievement of pupils** requires improvement

- Inspection findings do not endorse the profile of achievement shown in the school's data on students' performance. The school's monitoring and analysis of progress and attainment at Key Stage 4 are not rigorous enough to provide a reliable picture of performance. Achievement requires improvement

because there is too much variability in the progress groups that students make across the school.

- Students enter the school with average and, sometimes, above-average attainment. At the end of Key Stage 3, attainment in mathematics and English is above average. Students make good progress during this key stage. Progress slows in Key Stage 4 and attainment is not high enough.
- At the present point in the school year, inspectors found that attainment was broadly average overall in Key Stage 4. Performance in English is weaker than in mathematics in Year 11.
- From the scrutiny of students' work and what was seen in lessons, the inspectors found the most-able students make less progress than others during Key Stage 3. The proportion of these students attaining the higher levels in 2014 varied across subjects. In mathematics, more students attained the higher Level 7 than comparative results shown in available national performance data, but in English, their attainment was much lower. In Key Stage 4 during the inspection, inspectors found that the most able did not make consistently good progress in lessons observed.
- Although disabled students and those who have special educational needs are currently benefiting from the support they get in smaller teaching groups, in 2014 they made less progress than their peers during Key Stage 3. Inspection observations indicated that disabled students and those who have special educational needs in Years 10 and 11 did not make consistently good progress.
- During the inspection, there were no school data available to distinguish the progress that different groups of students are making at Key Stage 4.
- Disadvantaged students benefit from the support the school provides and make good progress. The gap between their attainment at the end of Key Stage 3 and that of their classmates continues to narrow. In 2014, the gap in both English and in mathematics was less than half a level.
- Early entry to GCSE examinations in two subjects has not limited the achievement of the students involved.
- The alternative provision is helping individuals to pursue vocational interests.

## 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>	137828
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	449447

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>	Academy converter
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	911
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Blythe
<b>Headteacher</b>	Martin Furniss
<b>Date of previous school inspection</b>	9 May 2012
<b>Telephone number</b>	0116 2363291
<b>Fax number</b>	0116 235 2121
<b>Email address</b>	office@martin.leics.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

