

# The Martin High School Anstey

Link Road, Anstey, Leicester, Leicestershire LE7 7EB

## Inspection dates

5–6 February 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders, including governors, have established a culture of high expectations. They continue to seek improved progress and higher attainment for all pupils.
- Leaders have made marked improvements in the quality of teaching and learning. Pupils are now making good progress in most subjects.
- Most teachers prepare lessons that interest pupils and are pitched at the right level. Pupils develop their literacy and numeracy skills across a range of subjects.
- There is a small amount of weaker teaching which varies in quality. This does not help pupils to deepen their knowledge and understanding.
- Trustees and governors are dedicated and have enhanced the support and challenge they provide to school leaders. Their increasing ability to hold leaders to account is contributing well to the pace of improvement.
- Behaviour in most lessons and around the school is good. Pupils have positive attitudes towards their learning.
- The curriculum and enrichment activities promote pupils' development well.
- Provision for pupils' spiritual, moral, social and cultural development is particularly strong. Pupils can participate in a number of clubs, trips and curriculum events.
- The progress of most pupils who leave Year 11 has improved. Their attainment is in line with the national average.
- The support pupils with special educational needs and/or disabilities (SEND) receive has improved. However, teachers do not routinely plan to meet the additional needs of these pupils.
- Additional funding to support disadvantaged pupils is having a positive effect. Disadvantaged pupils' rate of progress across a wide range of subjects is in line with that of their peers and other pupils nationally. Nevertheless, leaders are unclear which improvement strategies are the most effective.
- The promotion of pupils' personal development and welfare is strong. The school's arrangements for keeping pupils safe are effective. Pupils feel safe and well supported.
- Most pupils attend school regularly. This places the school in line with national averages for attendance.
- Disadvantaged pupils and those with SEND do not attend school as regularly as their peers. However, actions taken by leaders have reduced the rates of absence of those who previously had the worst attendance records.

## **Full report**

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

- Improve the quality of leadership and management so that all pupils, particularly pupils with SEND, make even better progress by:
  - ensuring that all teachers use the information provided to them by the special educational needs coordinator (SENCo) to plan and deliver lessons that meet the additional needs of pupils with SEND
  - redrafting and evaluating plans to spend additional funding to support disadvantaged pupils so that leaders have a thorough understanding of those strategies that work and those that do not
  - eradicating the weaker teaching that varies in quality.
- Improve pupils' learning and progress by ensuring that all teachers consistently provide opportunities for pupils to deepen their knowledge and understanding.
- Improve the attendance of disadvantaged pupils and those with SEND so that rates of persistent absence reduce quickly.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders set high expectations and ambition for the pupils in the school. Pupils and staff benefit from an inclusive atmosphere and a culture that supports pupils.
- Since the previous inspection, the school has joined the Lionheart Academies Trust (LAT) and the headteacher has become the executive headteacher. She now shares her time with another school in the trust and she is ably supported by an associate headteacher. The school leaders are supported well by their partnership within the trust although it is too early to see impact of much of this yet.
- The executive headteacher places emphasis on building respectful relationships at every level in the school. She is determined that all staff will follow her example and, consequently, relationships between staff and pupils are strong.
- School leaders know the school's priorities for improvement well. As a result, they have quickly addressed the challenge of below-average key stage 4 results in some subjects including English and mathematics. Consequently, pupils currently in school are making better progress than in the past.
- Many new teachers have joined the school since the previous inspection. They are well supported by leaders and morale is high. This has contributed to most pupils making good progress.
- The quality of subject leadership is strong and improving. Heads of faculty have worked closely with senior leaders to develop a clearer understanding of the standards they should expect from their teams. This, and additional leadership support from the trust, is contributing to stronger progress in English, mathematics and science.
- Leaders have been successful in improving the quality of teaching since the previous inspection. They make accurate evaluations of the quality of teaching across the school. Consequently, leaders are aware of the small amount of weaker teaching that still needs to be eradicated.
- Leaders gather assessment information about pupils' attainment and progress effectively. They use this to plan further improvements. Leaders are implementing an age-related assessment scheme at key stage 3 brought in by the trust, but it is too early to see the impact of this.
- Staff at all levels take part in formal and informal training programmes to improve their skills. They take advantage of joint professional development opportunities across the schools in the trust. For example, some staff are working on research projects to deepen their understanding of how pupils learn best. Newly qualified teachers receive effective support as they begin their careers.
- The curriculum has been carefully thought out by leaders. It includes strong careers guidance that helps pupils make informed decisions about their futures. It is implemented with care and is leading to pupils making good progress and supporting their social, moral, spiritual and cultural development. The trust is supporting the school with curriculum materials in a range of subjects at key stage 3. Year 7 pupils are

benefiting from additional teaching in English, although this has only recently been introduced. This is evident from observations of their learning.

- Pupils take part in a wide range of extra-curricular activities. These include activities in most subject areas and many different sports and artistic clubs. These enrichment opportunities and the many educational trips available help pupils to look beyond their immediate surroundings.
- Leaders use additional funding to support disadvantaged pupils well. Across the school, disadvantaged pupils make progress that is in line with their peers. However, leaders' plans and evaluations relating to additional funding are not sufficiently sharp to enable them to determine which strategies have the most effect on disadvantaged pupils' learning.
- Pupils with SEND are making better progress following recent changes in leadership. Plans to support these pupils are accurate and helpful although not all teachers make effective use of them. Consequently, most pupils with SEND do not make as much progress as they should.
- Senior leaders have carefully constructed the personal, social and health education (PSHE) programme to cover a suitable range of topics. This programme, along with other parts of the curriculum such as religious education lessons, is having a positive impact on pupils' understanding of fundamental British values.
- Pupils are prepared well for life in modern Britain and beyond. Pupils talk to each other respectfully about sensitive topics. This includes discussions about differences in cultures and faiths.

## **Governance of the school**

- The school joined the LAT in September 2018 and the trustees have brought a renewed vigour to local governance. The local governing body (LGB) has adapted well to its new role since joining the LAT. They are clear about their changed responsibilities although their oversight of additional funding is not sharp enough to ensure improved progress for these pupils.
- Governors' vision for the school, and that of the trust, is ambitious. They are determined to provide the best opportunities for pupils to succeed in all aspects of life. Governors are committed to providing excellence for the pupils and ensuring that the school plays an integral part in the local community.
- Governors have a clear understanding of the strengths and weaknesses in the school, although their evaluation of these is too optimistic at times. They clearly understand how the GCSE results compare with all schools nationally. Governors make regular visits to the school and talk to staff and pupils. They scrutinise leadership reports and ask probing questions, allowing them to hold senior leaders to account.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff are well trained. They know their roles in keeping pupils safe and know what actions to take if they have a concern about a pupil's welfare. The culture to keep

pupils safe is strong and school leaders and staff know pupils well. Pupils told inspectors they feel safe and almost all parents who responded to Ofsted's online survey said that their children feel safe and happy at school.

- All safeguarding policies and procedures are up to date and reflect the latest national guidance. Appropriate checks are made on all staff to make sure they are suitable to work with children. Senior leaders make safeguarding a priority. They fully meet their statutory responsibilities. They keep detailed records of any concerns that are raised by staff and any subsequent action that is taken.
- Pupils are taught about issues relating to safer internet use well. They are knowledgeable about the risks to their own personal safety, because of the information they receive during assemblies and as part of the school's PSHE programme. Staff help pupils to understand the dangers of extremist behaviour and radicalisation.
- The school works closely with parents and carers as well as external agencies to ensure that procedures and practice keep pupils safe.

### **Quality of teaching, learning and assessment**

**Good**

- Teaching has improved. The quality of teaching and learning across the school is typically good. In most lessons, pupils are provided with work that is pitched at the right level and is sufficiently challenging. Pupils can practise and develop their skills of analysis and evaluation. Many good examples of this were seen in the pupils' English books.
- There is some highly effective teaching which leads to pupils making strong progress across the school. However, occasionally pupils are not given work that allows them to deepen their knowledge and skills or allows them to analyse or evaluate their learning in a timely manner. As a result, progress for pupils in these classes is weaker.
- Assessment information is more secure than at the time of the previous inspection. Parents receive more detailed information about their child's progress across a wide range of subjects.
- In most lessons, teachers use assessment well to judge when pupils need extra help and when to move them on to the next stage in their learning. As a result, they are making good progress over time.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils value the feedback since this frequently tells them what they have done well and what could be improved. Inspectors saw many examples of helpful feedback in pupils' books, but this is particularly strong in English and science. Many teachers are providing time in lessons for pupils to make these improvements successfully.
- Relationships between teachers and pupils are particularly strong in most lessons. This leads to most pupils being confident and self-assured learners.
- Inspectors saw some very effective questioning by teachers, which deepened pupils' understanding and knowledge in a range of subjects including English, mathematics and science. In a geography lesson, the teacher skilfully used questioning to help pupils develop their understanding of why earthquakes occur.

- Pupils' exercise books show that most pupils take pride in their work. Handwriting is neat and pupils make a good effort in completing their work. This indicates pupils' positive attitudes towards their learning.
- Teaching for pupils with SEND is not yet consistent. Not all teachers use the information provided to them by the SENCo to plan and deliver lessons that meet the additional needs of pupils with SEND. Although improving, some teachers do not plan to meet the needs of the most vulnerable pupils in school. Consequently, rates of progress for pupils with SEND are not improving as quickly as they could.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are courteous with staff and each other. Their physical and emotional well-being is developed well through the school's wider curriculum.
- Pastoral staff know their pupils well. Pupils say that they value the support they receive from staff, particularly in the 'Hub' inclusion centre.
- Pupils feel safe. Bullying is rare and pupils say it is dealt with effectively if it happens. Pupils treat each other fairly and inequality is not tolerated. Pupils are taught to respect each other's differences and treat all people equally. This is a supportive and caring community.
- The few pupils who attend the alternative provision are served well by these arrangements. Pupils are safe, secure and learning well. Staff ensure that all checks on staff working at alternative providers have been carried out, and they also visit regularly to check on pupils' progress.
- Staff provide pupils with timely advice about their future careers. There are a range of enrichment activities to support the careers programme including local employers coming into the school, an apprenticeship week and women into science and technology event. Pupils are aware of the range of possible career pathways when they leave this school aged 16.
- Pupils' positive attitudes to their learning are having a good impact on the progress they make. However, for a small minority of pupils, this is not the case and they make less strong progress.

### Behaviour

- The behaviour of pupils is good. Classrooms are calm and pupils respect each other's views and pay attention to their teachers. Typically, lessons proceed without interruption because low-level disruption is rare.
- Pupils' conduct around the school is polite and friendly. Pupils show good manners towards each other, staff and visitors. The school is an orderly environment. The headteacher sets an example to all staff and pupils by modelling courtesy and respect well. There is little litter or graffiti.

- Teachers apply the school's behaviour policy consistently. Pupils understand the school's expectations of their behaviour. Where pupils find it difficult to meet these expectations, teachers help them to improve their conduct. The number of exclusions of pupils increased in the autumn term this year due to higher expectations being introduced. However, exclusions are now falling back to their historically low levels.
- Although most pupils attend school regularly, rates of persistent absence for disadvantaged pupils are too high. Although staff act quickly if there are concerns with attendance, this is not having enough impact on reducing absence for these pupils.

## Outcomes for pupils

**Good**

- In 2018, at the end of Year 11, progress in English, mathematics and science was broadly average, demonstrating a significant improvement over the past few years.
- Current pupils' work shows that they are making strong progress across a range of subjects and year groups. This includes disadvantaged pupils, who were not achieving as well at the time of the previous inspection.
- Pupils' work in key stage 4 shows that they are making better progress than previous cohorts; this includes in English, mathematics and science. This is also the case for pupils in key stage 3, where progress is strong.
- Information about current pupils' attainment and progress is accurate. School leaders work with other schools, including within the trust, to check pupils' work and to confirm their internal assessments of pupils' attainment.
- The progress made by pupils with SEND is improving because of the impact of leaders on developing tailored provision to meet their needs. Staff are now more aware of these pupils' individual requirements, although progress for these pupils is not improving as quickly as it could.
- Pupils who attend alternative provision are attending regularly and are making good progress because of the good support they receive.
- As a result of strong advice and guidance, pupils' curriculum choices as they start key stage 4 are appropriate. The vast majority of pupils are well prepared for the next stages of their education or training.
- Disadvantaged pupils' progress was below that of other pupils nationally in 2016 and 2017. However, in 2018, the progress of this group of pupils was broadly in line with others in the school and nationally. Inspection evidence shows that the progress made by disadvantaged pupils currently in the school is improving, particularly for pupils in key stage 3.
- Pupils who join the school with low levels of attainment in Year 7 are given extra help to improve their English and mathematics skills. The additional help the school provides for these pupils helps them to quickly catch up with their peers.

## School details

Unique reference number	137828
Local authority	Leicestershire
Inspection number	10057655

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

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	716
Appropriate authority	Board of trustees
Chair	Pam Whitehead
Headteacher	Laura Sanchez
Telephone number	01162 363 291
Website	<a href="http://www.martinhigh.org.uk">www.martinhigh.org.uk</a>
Email address	<a href="mailto:suzanne.greenhill@martinhigh.org.uk">suzanne.greenhill@martinhigh.org.uk</a>
Date of previous inspection	15–16 November 2016

## Information about this school

- This is a smaller than average-sized secondary school.
- The school joined the Lionheart Academies Trust in September 2018.
- The overall responsibility for the school lies with the board of trustees. Each school within the trust is governed by a local governing body.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils with SEND is in line with the national average.
- The proportion of disadvantaged pupils is below the national average.
- The school currently uses five alternative providers: Melton Behaviour Partnership, Youth Education Project Ltd, Trans4m, Rugby Works and Pedestrian.



## Information about this inspection

- Inspectors visited 39 parts of lessons, 22 of which were seen jointly with senior leaders. Inspectors made short visits to tutor time and an assembly.
- Inspectors observed the behaviour of pupils at break and lunchtime and as pupils moved around the school.
- Inspectors scrutinised, in detail, a range of pupils' books in a range of subjects.
- Inspectors held a number of meetings with the executive headteacher, senior and middle leaders, the chair of the trustees, the chair of the local governing body and other governors.
- Inspectors spoke with a wide range of pupils from all year groups in meetings, in lessons and around the school at break and lunchtimes.
- The inspection team looked at a wide range of the school's documentation, including the school's evaluation of its own performance, the school action plan, data on pupils' attainment and progress, attendance and behaviour records, safeguarding procedures, evaluations of the quality of teaching and the minutes of the governing body meetings.
- Inspectors took account of the 98 responses to Ofsted's online Parent View questionnaire, the 94 free-text comments from parents, the 40 responses to the online staff questionnaire, and the three responses to the online pupil questionnaire.

## Inspection team

Jamie Clarke, lead inspector	Ofsted Inspector
Harkireet Sohel	Ofsted Inspector
Kathryn Hobbs	Ofsted Inspector
Alison Davies	Ofsted Inspector

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