

Maltby Academy

Inspection report

Unique Reference Number	136042
Local authority	Not Applicable
Inspection number	382010
Inspection dates	30–31 May 2012
Lead inspector	Bernard Campbell HMI

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

Type of school	Academy
School category	Non maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,137
Of which number on roll in the sixth form	145
Appropriate authority	The governing body
Chair	Julie Kenny
Headteacher	David Sutton
Date of previous school inspection	Not previously inspected
School address	Braithwell Road Maltby S66 8AB
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Introduction

Inspection team

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Her Majesty's Inspector
Additional Inspector
Additional Inspector
Additional Inspector
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This inspection was carried out with two days' notice. Inspectors visited 43 lessons and observed 43 teachers. Meetings were held with groups of students, staff, members of the governing body and a headteacher consultant from the local authority. Inspectors observed the academy's work and scrutinised the academy's plans, records, analysis of data and self-evaluation. Inspectors analysed 50 inspection questionnaires returned by parents and carers, 60 staff questionnaires and 190 pupil questionnaires. No responses were available from the on-line Parent View survey.

Information about the school

Maltby Academy opened in January 2010. The Academy's main sponsor is U-Explore, a media education company, and Rotherham Metropolitan Borough Council is the co-sponsor of the Academy. The academy is a larger than the average secondary school. The proportion of students known to be eligible to free school meals is slightly above average. Nearly all students are of White British heritage. The proportion of the students with special educational needs, supported by school action plus or with a statement of special educational needs, is above average, and the proportion supported at school action is below average. The academy has a business and enterprise specialism. The academy meets the government's floor standard, which sets the minimum expectations for students' attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	1

Key Findings

- Maltby is a good and rapidly improving academy. Its positive and disciplined ethos successfully promotes pride, mutual respect and good behaviour among students. The good climate for learning and good teaching has resulted in good achievement. Outstanding leadership has brought about this rapid rise in achievement, improved behaviour and higher attendance. The academy is not outstanding because achievement is satisfactory in the sixth form and attainment is below average in science.
- Achievement is good. Students enter the academy with attainment that is below average. In 2011 the proportion that achieved five GCSEs at grades A* to C, including English and mathematics, was broadly average and is on track to rise further in 2012. This represents good progress. Achievement has risen particularly fast in English and mathematics as a result of outstanding leadership and teaching that is mainly good, with examples of outstanding teaching.
- The sixth form is satisfactory because of the wide variation in the progress students make in different subjects. Effective leadership has begun to have a positive impact on the quality and consistency of learning and progress.
- Most teaching is good. A small minority of teaching is outstanding and a smaller minority is satisfactory. Assessment is used rigorously to plan lessons that are well matched to students' needs and abilities. The quality of teaching in science is inconsistent but action has been taken to improve it from next term.
- Students' good behaviour and positive attitudes make a good contribution to the quality of their learning and the orderly school environment. Levels of exclusion have been very significantly reduced since the academy opened. Bullying is rare and students feel safe. Attendance is higher than when the academy opened but remains just below the national average.
- The Principal demonstrates a relentless drive to improve achievement and the quality of teaching, strongly supported by his able senior leadership team and the governing body. Leaders at all levels have a rigorous approach to self-evaluation which is

accurate, analytical and reflective about strengths and weaknesses. Highly effective systems of performance management and professional development have resulted in strong improvements in the quality of teaching and learning. The academy has an outstanding capacity for further improvement.

What does the school need to do to improve further?

- Accelerate the overall progress made in the sixth form by reducing the inconsistency in the progress made by students in different subjects.
- Increase students' achievement in science so that they make good progress and attain standards which are at least in line with the national average, by improving the quality of teaching so that it is consistently good or better.
- Further improve attendance to above the national average.

Main Report

Achievement of pupils

Achievement is good due to the ongoing rising trend of attainment and progress. Attainment was average in 2011. Early GCSE results in mathematics for 2012 show a significant increase in the proportion of students gaining A* to C grades and A and A* grades. In 2011, attainment fell in science due to instability in leadership and inconsistency in teaching. These weaknesses have been tackled and the academy's assessments indicate higher attainment across the full range of GCSE science courses in 2012. The academy analysed the weaker performance by middle ability boys in 2011 and put in additional mentoring and stronger monitoring of their progress with the result that their attainment is also improving in 2012.

Students make good progress due to well-structured teaching that uses assessment accurately to meet their identified needs. They make particularly good progress in English and mathematics. The early-entry GCSE results in mathematics show a further acceleration in students' progress in 2012. Students at Key Stage 3 with weaknesses in reading and writing receive well-targeted teaching which is resulting in improvements in their literacy skills. Students with special educational needs and those with disabilities make good progress in lessons as a result of well planned teaching and appropriate courses that meet their needs and motivate them to learn. All parents and carers who returned questionnaires said that their children are making good progress.

Students have positive attitudes and are keen to learn. They have good relationships with each other and with staff. They actively engage in a wide range of learning activities which are generally well-pitched to meet their needs. They respond well to teachers questioning and the models that teachers provide to show them what to achieve. Their frequent use of peer- and self-assessment extends their understanding and motivates them to do better. Students develop their writing skills well in a range of subjects due to the guidance they receive on how to structure their written language. Good examples of students taking a lead were seen in a few subjects.

Achievement in A and AS level courses in the sixth form is satisfactory. However, there has been a wide variation in the progress made in different subjects. Good leadership has recently been successful in bringing about improvements to teaching and learning, the tracking of student progress and in the advice and guidance provided to students. These actions have begun to have a positive impact on the quality of learning and progress.

Quality of teaching

Most parents and students who returned questionnaires say that teaching is good and inspection evidence supported this view. In the great majority of lessons, clear learning objectives and success criteria are used skilfully to communicate high expectations and to guide learning throughout the lesson. Teachers have good subject knowledge and explain clearly what students need to do to meet assessment requirements. Practical models of what students should write or produce are used effectively to demonstrate what is expected. Varied activities provide a good balance of teacher-led commentary and students' independent work. Teachers question students well to encourage reflection, deepen understanding and develop dialogue. Teachers regularly check students' understanding of the task, which promotes students' engagement and motivation, especially lower-ability students and those with special educational needs. On occasion, the pace of work by higher-ability students slows while they wait for others to catch up. Inconsistencies in the quality of science teaching are being addressed by providing a common approach to curriculum planning and assessment and by making staff changes.

Teachers use effective strategies to support and develop students' writing across different subjects. At Key Stage 3, the strong focus on developing students' personal skills in collaborative and independent work has developed their confidence and ability to communicate. Occasionally, opportunities are missed to promote students' awareness of cultural diversity. In the sixth form, inconsistencies in quality of teaching and the use of assessment have been tackled and have begun to have a positive impact on students' learning and progress.

Frequent and accurate assessment consistently and effectively informs teaching and students' learning. Students know their levels and rates of progress and they know how to improve specific skills. Marking frequently provides detailed and constructive comments. On occasion, marking does not provide sufficient specific information on what students have done well.

Behaviour and safety of pupils

The large majority of students, parents and carers who responded to the questionnaire agree that behaviour is good. Inspection evidence showed that good behaviour over time makes a good contribution to this well-ordered and safe academy. Standards of behaviour are higher and levels of exclusion have been very significantly reduced since the academy opened. The number of internal referrals for weaker behaviour has also fallen steadily. High expectations and effective rewards and sanctions contribute to the good climate for teaching and learning. Younger students are supported well by older students in the mixed age tutor groups. Students with behavioural, emotional or social difficulties are supported well by dedicated staff, and benefit from effective pastoral support and personalised curriculum options.

The academy works effectively with parents and carers, other agencies and primary schools to promote good behaviour and improve attendance. At risk students have good opportunities to visit the local magistrates' court, which gives them a valuable insight into the possible consequences of their actions. Bullying is rare and the large majority of students who responded to the questionnaire said that it is dealt with well. Attendance has improved since the academy opened. However, attendance is still currently a little below the national average.

Leadership and management

The Principal provides outstanding leadership. His ambitious and clearly articulated vision is endorsed by the vast majority of staff. Governors are very well informed about school improvement through their regular in-depth reviews of different subjects. Leaders' actions have been prompt, robust and accurately directed to bring about rapid change in all aspects of provision and outcomes. Teaching and learning have improved and are improving further. The leaders of English and mathematics have made a rapid and significant improvement to achievement in these subjects through their coherent planning of the curriculum, the professional development of teaching and the rigorous use of assessment. Actions to tackle weaknesses in science have been concerted and effective but changes in staffing will not have their full impact until next term. Well-considered and effective action has already begun to have impact on tackling weaknesses in the sixth form. Attendance has risen as a result of rigorous monitoring and well-managed procedures to increase attendance. Significantly improved behaviour has secured a good climate for learning. Boys, students with special educational needs, and those known to be eligible for free school meals were significantly over-represented in the incidences of absence and exclusion; these inequalities have been greatly reduced.

Highly effective performance management and professional development are informed by detailed systems of quality assurance and data analysis at whole-academy level and within subjects. Senior and middle leaders frequently review progress and targeted actions have improved equality of opportunity by reducing gaps in the performance of different groups. Robust action has been taken to tackle underperformance by staff. Extensive and well-planned professional development has improved satisfactory teaching to good and helped to develop recently qualified staff. Almost a quarter of the teaching staff undertake courses at masters level in teaching and learning or middle leadership, in partnership with a local university. The strong commitment to personal and professional development exemplifies the active and reflective learning culture in the academy. The academy has an outstanding capacity for further improvement.

The curriculum has had a significant impact in improving students' academic performance. The provision is closely matched to the academic and vocational aspirations of students and results in a high proportion continuing in education and training. The business and enterprise specialism contributes to the strong vocational emphasis in all courses. In both English and mathematics the curriculum is very well planned and managed. This has accelerated the progress made by students of all abilities. The targeted provision for literacy and numeracy at Key Stage 3 has enabled weaker students to overcome gaps in their knowledge and skills. Strong links with primary schools promote continuity of learning and consistency of assessment. The curriculum, including the mixed aged tutor group programme and the wider enrichment programme, promotes good spiritual, moral, social and cultural development. The opportunities for students to engage with people from diverse ethnic communities are underdeveloped.

Leaders and the governing body are outward-looking and have strong links in the wider community. The academy's strategic work with primary schools has contributed to improved skills in English and mathematics. The academy communicates well with parents and carers. Links with parents and families have had a positive impact in overcoming barriers to learning. The academy's arrangements for safeguarding meet statutory requirements.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 June 2012

Dear Students

Inspection of Maltby Academy, Maltby, S66 8AB

Thank you for being so welcoming when we came to inspect your academy. We enjoyed talking to you, looking at your work and watching you learn. We came to the conclusion that the academy provides you with a good education. In your questionnaires you are very positive about the teaching, your progress, and the help you receive. A few questionnaires were less positive about behaviour and the level of interest shown in your views. These were some of the main things we found in our inspection.

- Your achievement is good, especially in English and mathematics. Attainment at GCSE level was average in 2011 and is improving. The sixth form is satisfactory and is improving.
- Most teaching is good or better. Assessment is used well to plan lessons that meet your needs and abilities.
- You told us that behaviour is much improved. We agree. Your good behaviour makes a good contribution to lessons and the positive academy environment. You said that bullying is rare and that you feel safe.
- Outstanding leaders have brought about significant improvements in your achievement and behaviour, and teaching has improved.

To help the academy to improve further, we have asked that senior leaders should:

- accelerate the progress made in the sixth form by reducing the inconsistency in the progress made by students in different subjects
- increase attainment in science to at least average, and progress to good, by improving the quality of teaching so that it is consistently good or better
- further improve your attendance to above the national average.

I hope you contribute to the academy's improvement by attending as well as you can, and achieve even better, especially in science and in the sixth form.

Yours sincerely

Bernard Campbell
Her Majesty's Inspector

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