



'Inspiring all to dream more, learn more, do more, and become more.'

Martin High School Self - Evaluation Summary 2016/17

Context of Academy

Martin High School is a thriving and dynamic Leicestershire academy. The academy has undertaken and implemented many changes since the November 2016 inspection, building on strengths as well as addressing weaknesses. We have focussed on maintaining a child centred ethos, providing a school for the local community and at the same time developing teaching and learning to ensure all make exceptional progress.

The school converted to an academy in 2012 (February) and changed from an 11-14 to an 11-16 academy. 2015 saw its first cohort of pupils sit their GCSEs; it also saw the SLT retire and the formation of a new SLT to take the academy forwards. This has meant that the academy environment has changed. There are now: rigorous systems, greater individual and collective accountability and structures (Monitoring and Evaluation Plan- MEP, development Planning, faculty review and Data Capture- #DC) in place to monitor pupil progress. The staff are working tirelessly to improve all aspects of academy life.

As of September 2015 the academy lost its funding to provide a free academy bus service for its Glenfield catchment and this has had a detrimental effect on the intake from year 7 2015/2016 and 2016/2017 in years 7 and 8.

- 19% (163 pupils) of pupils are eligible for Pupil Premium funding.
- 5.97% of pupils are eligible for free school meals. We expect to see this as an increasing trend. This is not representative of deprivation levels in the area but of a reluctance from parents to apply for FSM; we are looking at ways to develop this as an academy.
- 14% of pupils have EHC plans plans
- Increasing number of in year admissions:
 - Year 7, 3
 - Year 8, 3
 - Year 9, 4
 - Year 10, 2
- Number of LAC pupils is 6

Key areas for development following November 2016 inspection

Key issues	Progress to date
Improve outcomes for pupils especially in mathematics by ensuring that:	- planning learning more effectively with a greater focus on identifying gaps in pupils' understanding, or skills

	<ul style="list-style-type: none"> - developing activities in lessons that motivate and enthuse some boys more effectively - ensuring that the work of teaching assistants is planned more consistently so they have a clearer focus for their work in supporting learning. <ul style="list-style-type: none"> - Pupil premium first questioning and marking (all areas) - New Subject leader for Maths appointed - Maths immersion days at KS4 and KS3
<p>Improve leadership by ensuring that:</p>	<ul style="list-style-type: none"> - continuing to provide support for subject leaders and teachers where pupils are not making good progress - developing further the effectiveness of strategies to support disadvantaged pupils so that the difference between their progress and their peers is reduced - improving the quality of information reported to parents in order to provide more information about the strengths and areas for development in pupils' learning - improving the accuracy of teachers' assessment further so that leaders can be more confident about information they receive on progress across a wide range of subjects. <p>An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.</p>

Outcomes of Pupils

<u>Outcomes for pupils</u>	1 Outstanding	2 Good	3 Requires improvement	4 Inadequate
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Evidence that supports this judgement
<p>Pupil progress on current projections would exceed national in English and science and be close to or meet them in mathematics.</p> <p>Attainment</p> <ul style="list-style-type: none"> • Judged by OFSTED to require improvement as pupils did not make sufficient progress over time • The proportion of pupils making good or better progress has increased significantly since the last Ofsted inspection • Proportion of pupils attaining 5A*CEM was 55% in 2015 and 59% in 2016. This is our second set of results. • Proportion of pupils attaining A* to C in English overall was 69% in 2015 and 74% in 2016.

- Proportion of pupils attaining A*-C in Maths was 67% in 2015 and 69% in 2016. This is in line with the national average for 2016
- Proportion of Pupil Premium pupils attaining C+ in English was 50% in 2015 and 56% in 2016.
- Proportion of Pupil Premium pupils attaining C+ in Maths was 53% in 2015 and 44% in 2016.
- Proportion of boys attaining a C+ in English was 62% in 2015 and 67% in 2016. This indicates improving trends in male performance.
- Proportion of boys attaining a C+ in Maths was 67% in 2015 and 73% in 2016. This indicates improving trends in male performance.
- Proportion of girls attaining a C+ in English was 77% in 2015 and 79% in 2016.
- Proportion of girls attaining a C+ in Maths was 67% in 2015 and 65% in 2016.
- Significant attainment made in 3D art A* - C 93%, physics 59% achieving A - A*, biology 56% A- A* and significant improvement in geography 73% A* - C and 30% A* - A.

Progress

There have been improvements across most key performance measures:

- 5 A* - C incl. English and Maths has improved from 55% to 59%.
- **Key Stage 2 - 4 value added in 2015 was 975 for 2016 it is 1003 (G4S).**
- Progress in maths has improved therefore providing more learners with better outcomes.
- Whilst generally a decline nationally and regionally in results MHS has seen improvements.
- Progress 8 for 2015 -0.3 with **2016 results showing a Progress 8 score of -0.06**; this demonstrates that our learners are making improved progress in key academic areas. Progress 8 for our current cohort is not available.
- **Attainment 8 score has improved from 4.8 in 2015 to 5.2 in 2016. This is better than the local authority average and national. As of data capture 3 we have an A8 of 4.8. This is lower due to the reduced point's values of many grades this year.**
- **The proportion of pupils achieving EBacc has improved from 27% in 2015 to 33% in 2016, this is in the top 3 schools in Leicestershire from 2015 data (Local authority average is 19%). Our current DC3 data indicates 33% of our total learners are on course to achieve the Ebacc in 2017.**
- At KS4 the proportion of pupils making **expected progress in English** was 67% with 31.4% making **better than expected progress in 2015**. In 2016 the proportion of pupils making expected progress at a C grade and above in English overall was 76%.
- At KS4 the proportion of pupils making **expected progress in Maths** was 54% with 21% making **better than expected progress in 2015**. 2016 saw a significant improvement to 63% and 27% respectively.
- The proportion of learners on a 4+ in English and Maths is 72% at data capture 3. This is better than the rough equivalent of C or above from 2016 (61%).
- The proportion of LAS working at 4+ in English and Maths has improved from 10.5% at DC2 to 26.3% at DC3.
- The MAS have improved in steadily in all key measures since DC1.

- 2016 results indicate that the P8 for LAS was 0.2 with HAS and MAS having a P8 of 0.1 (G4S).
- The proportion of SEND learners on a 4+ in English and maths is 41% at data capture 3. This has significantly improved since DC2 (30%) and is better than 2016 results (32%).
- The disadvantaged pupils have improved significantly since DC2 in terms of P8 and A8 scores. The 5+ in English and Maths has improved significantly from 15% to 31%.
- DSEN pupils in 2016 performed in line with or slightly better than 2015 national. The proportion of DSEN pupils making 1 LoP a year is in line with other groups in the majority of cases. Year 8 and 9 DSEN progress is markedly better than year 7. The progress in year for DSEN pupils in year 10 is more variable.
- HAS in 2016 results have achieved outcomes that are in line with or slightly better than 2015 national. Outcomes for MAS students were in line with or slightly below national (Maths 3 Lop and 5 A*-C any).
- The performance of female pupils is better than 2015 national figures in all key performance measures. Male pupils are broadly in line with 2015 national figures. We are addressing this through tackling planning differently and identifying the males that underperform using the CfLS so teachers on an individual basis can tailor the in class activities to better suit them.
- The academy is developing its AWOL system for implementation Summer 2017.

Why outcomes for pupils is not yet good?

- Our internal assessments of pupils' outcomes do not match the actual outcomes achieved in some subjects.
- Despite the 2016 results showing improvements we are still only meeting national standards and not exceeding them to meet our academy aspirational targets.
- Similarly, although attainment has improved in a large number of subjects there are some that need to improve.
- The progress and attainment of the Pupil Premium is still below national levels and the gaps need narrowing. Performance in final exams did not match internal assessments closely enough.
- Greater provision needed to support DSEN in achieving a good pass in English and maths.
- Although boys did perform in line with 2015 National results it was not as well as the girls with regard to most outcomes.
- Outcomes in some subject areas are below national figures.
- Pupils did not make enough progress in English and Maths.

What actions are being taken to address improvement priorities?

- The academy recognises the urgency with which improvements need to be made and the Post OFSTED Action Plan clearly identifies key actions to accelerate the progress of all pupils with a specific emphasis on the progress of white British males, Pupil Premium and middle attaining and higher attaining pupils. Milestones are identified and reported on a termly basis.
- The Action Plan also focusses on improving progress for SEND learners.
- External review of pupil premium took place in January 2017.
- Senior leaders continue to be rigorous in collecting evidence of performance and evaluating progress and are now embedding the second year of Monitoring and Evaluation using a weekly plan. This includes monitoring behaviour for learning, attendance and a half termly plan to improve any areas of concern.
- Aspirational targets have been set for KS3 with the expectation that all pupils make 1 whole level of progress per year and this is now linked to whole staff performance management and appraisal.
- Targets have been raised for KS4 pupils with the expectation that all pupils make a minimum of 4 levels of progress during their school career at MHS.
- Line management meetings have been calendared to have a clear focus on outcomes for pupils and there are tripartite meetings planned after every data capture to ensure that learners are making progress and increasing individual teacher accountability.
- Development of academic review evenings to ensure that smart targets are set that lead to intervention; trialled successfully in February 2016 and now used at all academic review evenings. The overwhelming response to this from parental questionnaires was negative. This resulted in the parents' evening process reverting back to the previous summative model for 2016/2017.
- Pathway 2 and 3 in our KS4 curriculum for DSEN learners to provide additional English and maths lessons whilst still giving a breadth to the curriculum choices they are able to make at KS4.
- All teachers have aspirational progress targets as part of their appraisal process with two milestone review points during the year, linked closely to the academy Action Plan Priority 1.
- Informal support planning, coaching, MEP activity, Faculty Review and formal capability processes for the subjects that continue to underperform.
- A focused Action Plan and detailed MEP are being used to raise aspirations and monitor the progress of pupils more effectively in all subjects.
- The academy has commissioned SLE support for science and maths.
- The academy has commissioned support from an Educational Consultant (ex HMI to help raise standards and monitor impact. Especially holding MLs to account).
- The academy has employed external teaching and learning practitioners to look at moving the curriculum forwards and ensuring there is appropriate stretch and challenge at KS3 and 4.
- Close links with primary partners; including observations in Year 6 to better plan year 7 learning.
- Moderation of work, monitored by Subject Leads and Faculty Heads, including moderation across a large variety of local school settings including primary for Maths and English.
- A revised Action Plan based on HMI recommendations is in place to raise expectations and monitor the progress of pupils more effectively.
- Expectations have been raised for the progress of pupils in triple science, alongside a revision of entry criteria to increase the number of pupils sitting the three areas.

- Progress of key groups to be monitored more rigorously at each data collection point through tripartite meetings between SL, HoF and SLT.
- Embedding of the context for learning sheets (CfLS) to ensure that all staff are aware of the progress that their pupils are making and what strategies they are employing to improve progress. These are monitored as part of the MEP.
- The academy tracking system has been further developed to link data collection points in to the monitoring and evaluation cycle to focus on current progress of all pupils (highlighting progress of distinct groups).
- All teachers to have progress targets as part of their appraisal process.
- AWOL - We have a year-long plan that began in September for each subject area to map a five-year curriculum alongside developing KS3 assessment using mastery language. We are being supported by a network of schools to ensure we have moderation opportunity.
- Pupil Premium pupils have not performed as well in 2016 in maths. As a result of this we are using two graduate mentors to support specific PP and SEND pupils. All maths teachers are using their CfLS to specifically identify the actions they are putting into place for their PP pupils to ensure they make progress. All underperforming PP pupils in maths at KS4 will have a weekly SLT coaching session beginning in November. During the tripartite and Faculty Reviews these will be one of the focus groups. We are also working with Wreake Valley academy to look at how to raise attainment of this group of learners.
- Introduction of PP champions in every subject area.
- In English there is to be a change of exam board from Eduquas to AQA. We have a good support network of local schools doing AQA and this will enable more detailed moderation and shared planning.
- Whole school CPD on practical learning strategies to engage male learners, questioning and challenge in the classroom for all learners.

Quality of teaching, learning and assessment

<u>Quality of teaching, learning and assessment</u>	1 Outstanding	2 Good	3 Requires improvement	4 Inadequate
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Evidence that supports this judgement

OFSTED 2016 judged teaching to require improvement as teachers did not always plan and teach lessons that matched the full range of pupils’ abilities with pupils making insufficient progress in some lessons. As a result of embedding the system of monitoring and evaluation, regular lesson observations, learning walks and marking scrutinies followed by extensive CPD focusing on differentiation strategies, teaching over time and subsequently progress for all groups is beginning to show improvement, however the academy’s self-evaluation judgement for quality of teaching, learning and remains requires improvement as learners; especially SEND, PP and WBM are not making sufficient progress in English, Maths, Design Technology and Modern Languages.

- The outcomes of MEP activities have been used effectively to provide more focused CPD consequently triangulation of evidence including progress data indicates that teaching and learning over time has begun to improve across the academy.

- 81% of lessons were judged to be good in the last MEP cycle of observation. Introduction of Faculty Reviews has refined this process and increased the level of accountability through use of extended leadership team. Greater moderation of observation at middle leader level is needed to ensure there is consistency in the academy's expectations.
- Following a whole academy focus on improving written feedback, book scrutiny has indicated significant improvement in the quality of written feedback. The majority of teachers are following academy marking policy so that progress is evident in DIRT activities but this is not yet consistent. 71% of marking and feedback was found to be good or better. Monitoring of this continues via the MEP and as part of performance management and appraisal targets. Ofsted inspectors felt there was evidence of consistent marking and assessment; especially in English and Modern Languages. Progress was evident in books; but #DC did not always triangulate; showing sometimes less in school progress than the books reflected.
- Good systems are in place to support transition from KS2 - 3 through a 'back to school' evening, cross phase links in core subjects, pastoral links and vulnerable group days. Consequently, teachers are able to support pupils' needs in all lessons from the outset. As a family of schools we meet termly to discuss KS2- KS3 transition and how we can work more closely together to ensure our pupils progress.
- The academy has a continued drive to improve teaching through a comprehensive and targeted CPD programme, staff engagement in the programme is excellent and events are clearly marked on the whole school calendar. T&L inset sessions also take place every Tuesday morning.
- A teaching and learning group has been established and is now in its second year at MHS; they have delivered staff CPD on the use of blooms taxonomy, effective questioning and stretch and challenge for the most able, metalanguage, life without levels, pupil premium first questioning, the 'memory curriculum' and whole school literacy. This year they will be carrying out in class research around the use of the 'memory curriculum', use of ICT development including Apple technology in lessons and a year 6/7 HAS critical thinking project.
- A coaching system is being established and will be used specifically to improve teaching and learning. This is established with 10 trained coaches with a voluntary take up in place. 1 member of staff has taken advantage of this in line with an informal support plan. The number of coaches will increase in 2016/2017 and there will be a greater focus on coaching pupils. One member of staff is using this to develop their work/life balance effectively. There is a lead coach currently training and coaching triads was launched to staff in February 2017 as part of the developing role of coaching to improve teaching and learning within the school.
- A bespoke NQT/First Year Teacher CPD programme that links with our academy priorities is now in its second year of running at MHS. We also work closely with our teaching school alliance LLA (Leicestershire Learning Alliance).
- 93% of CfLS plans are good or better (May 2016 MEP CfLS scrutiny).
- SLE support in Maths.

Why teaching, learning and assessment is not yet good?

Teaching over time in the vast majority of subjects is usually good or better, with teachers carefully planning lessons to build on prior learning and matching activities to pupils' needs. However, while most pupils make good progress in their books, outcomes for pupils is not yet good.

- In a very small minority of cases where teaching requires improvement support planning is in place but to date it is too early to measure the impact in terms of pupil outcomes.
- A number of teaching staff on support plans last academic year have left the academy August 2016, and again a number of staff on support plans have left the academy Easter 2017 or are leaving Summer 2017.
- We continue to need to moderate our assessment to make sure it is in line with national and local expectations.
- While the setting of homework is more consistent the academy is still on a journey to make homework more consistent and have a greater impact on outcomes for pupils. We are embedding the homework policy this year through careful monitoring and evaluation, including our parent's forum.
- Marking in line with a specific policy to raise progress and the monitoring of marking is now embedding at MHS as it is in its second academic year.

What actions are being taken to address improvement priorities?

- The academy has an in house bespoke programme to accelerate the development of all teachers through whole academy CPD to address identified priorities.
- A successful and personalised CPD programme is in place for all teachers judged to require improvement. All teachers who have completed the programme have now been judged to be good, with teachers continuing to be identified and supported.
- Teaching and learning group continue to focus on key priority areas and deliver CPD.
- All staff training is teaching and learning focused.
- Weekly Teaching and learning update as part of whole staff briefing.
- A member of the Leicestershire Learning Alliance.
- Informal collaboration with Wreake Valley Academy, Brookvale and Groby learning Campus and Limehurst Academy.
- External moderation and evaluation by Ex HMI twice each academic year.
- HMI Report June 2016.
- Working with another academy to develop teaching and learning and Middle Leaders 9 Cedars Academy - part of the Lionheart trust.)
- All new teaching staff, NQTs and first year teachers attend academy teaching and learning group forum weekly.
- The provision for more able pupils has been improved through specific CPD focussing on progress across the curriculum.
- Year 6/7 problem solving AG&T work with primary feeder schools.
- SLT has specific responsibility for monitoring homework with the vast majority of parents reporting that homework is now set on a regular basis.
- Regular Middle Leader meetings to provide CPD with a teaching and learning Focus.
- Middle Leaders working collaboratively with Middle Leaders at Cedars academy, Wreake Valley academy and Brookvale Groby Learning Campus.
- Regular drop ins as part of the MHS MEP cycle.
- Faculty Review cycle.
- Development of pupil voice across the academy.
- Embedding of CfLS for all staff, monitored by SLT and SLs.
- Appraisal target 2 specifically linked to teaching and learning priorities for 2016/2017.

- Milestone reviews used to challenge underperformance and support where needed to ensure learners make progress.
- Developing the use of metalanguage across the academy with the introduction of ‘meta mats’ and walls for every area.
- NLE and SLE Support from Brookvale Groby Learning Campus to improve the quality of T&L in maths.
- Moderation in all core subject areas both with other secondary partners and primary partners in year 5 and 6.
- Faculty Reviews underway for the first time at MHS in October 2016.
- We are working closely with parents and have a parents’ forum calendared for 23rd November on homework, reporting and anti-bullying. AHT responsible for homework has undertaken it as part of NPQSL so practice should develop into something more innovative and successful during the course of the year and will be monitored via the MEP.
- Science has created a yearly homework planner and has issued all pupils and their parents and careers with the information they need to be successful. Parental voice on this has been incredibly positive and we are monitoring it during the course of this year. The SL for science is going to Brookvale Groby Learning Campus to share this homework strategy with them as part of an informal collaboration.
- AWOL working party liaising with other schools in the county.
- Science network led by MHS subject lead for Science
- Strategic lead (TH) appointed to maths.
- SLT strategic lead on PP and SEND.

Personal development, behaviour and welfare

<u>Personal development, behaviour and welfare</u>	1 Outstanding	2 Good	3 Requires improvement	4 Inadequate
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Evidence that supports this judgement

- OFSTED judged personal development, behaviour and safety good.
- Safeguarding meets all statutory requirements, the academy’s work to keep pupils safe and secure is good.
- Academy has clear and robust behaviour management systems. OFSTED stated that strong relationships between staff and pupils mean pupils behave well in lessons and around the academy.
- Number of fixed term exclusions is significantly below the national average
- Attendance is currently above the latest national average. Our Academy target is 95%.
- Year 11 authorised absence was exceptional high at 7.4% which had a significant impact on whole academy attendance. This was due to early study leave being sanctioned in 2015, this was not the case in 2016 or 2017 so Year 11 attendance will again improve significantly.
- The academy’s latest attendance data indicates that attendance is currently 94.6% as of 25th April 2017.

- Ofsted stated that pupils are cared for well and are safe.
- Restorative approaches have been developed and are now embedded in the academy's behaviour management system.
- The positive ethos of the academy is reflected in bullying and racist incidents being very rare. Pupils say there is very little bullying, including racist or homophobic bullying. Ofsted 2016 told SLT that it was one of the most inclusive and tolerant schools they had inspected; where pupils could articulate both safety and acceptance as core school values.
- Pupils feel safe in school.
- Pupils are very aware about how to keep themselves safe.
- SMSC is evidenced by positive teacher/pupil and pupil/pupil relationships. The academy provides well for pupils' spiritual, moral, social and cultural development. This has led to a culture of trust and respect across the academy, OFSTED 2016. This is supported by the pupil voice at the school who site that there have been significant improvements in this area as expectations are clearer and action is effective and supportive Pupils need more opportunity to be reflective and this is being addressed via the new PSHE programme and the introduction of the Hub reflection space.
- Effective systems are in place to monitor the behaviour, welfare and personal development of pupils attending off site provision; including visits from the AHT for Inclusion and regular meetings with Melton Behaviour Partnership.
- SMSC is evidenced by positive teacher / pupil and pupil / pupil relationships which show respect for each other. It is also evident in assemblies and PSHE programmes.

Why Personal development, behaviour and welfare is not yet outstanding?

- Presentation of work still needs to be more consistent, especially for WBM.
- Increase in the number of fixed term exclusion to better manage the pupils who have a specific behavioural need (previously pupils were not worked with using behaviour partnerships in Leicestershire). This has happened due to the new system of higher expectations and the zero tolerance of any anti-social behaviour. Some pupils have struggled to cope with this as the school has been in transition this year. Expectations are now explicitly clear and as a result the number of fixed term in the summer term was significantly reduced.
- Autumn and Spring terms 2016/2017 have seen the number of exclusions continue to reduce.

What actions are being taken to address improvement priorities?

- Improved systems are in place to share information about targeted pupils through middle leader meetings, staff briefing, faculty meetings and staffroom board. Whole school staff meeting in September was also used to identify key pupils.
- New report system in place focusing on progress and raising expectations.
- MHS guide on marking and presentation used by all staff.

- Embedding a whole academy data system that will allow closer monitoring of pupil progress and allow for better interventions through 5 data captures and rigorous use of Go 4 Schools.
- Study Skills is being redeveloped into two learning zones; academic and pastoral support. Each zone provides alternative educational provision targeted to an individual pupil's needs; thus reducing the number of fixed-term exclusions and encouraging pupil progress based in our Aspire Hub which is a new development for 2016- 2017.
- Family liaison offer working with our most hard to reach families.
- Clear systems are in place to further improve attendance. HOHs monitor attendance on a weekly basis with a subsequent programme of intervention involving increased parental contact and further links with the family support worker and external agencies. However, despite this there are a very small number of pupils who are continuing to provide a challenge to our systems. (see case studies) Our white British cohort continues to have the biggest impact on our attendance figures, when they are not included in our data our attendance is currently 96.1%.
- Creation of 'Aspire Hub' (a pastoral centre for learners) with trained staff to deliver counselling, mental health support, and additional learning support for pupils with emotional/behavioural needs.
- Appointment of a non-teaching Inclusion AHT September 2016.
- Restructure of entire pastoral system for an August 2016 start which included mentoring of younger pupils by older pupils, reading buddies and an Aspire Hub for our most vulnerable pupils.
- Development of the houses, developing our pupil voice and pupil leadership and embedding it into all areas of school life.
- Pupil representation at full governor's meetings (as appropriate).
- Student support protocol introduced, and embedded.

Leadership and Management

<u>Leadership & Management</u>	1 Outstanding	2 Good	3 Requires improvement	4 Inadequate
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Evidence that supports this judgement

- Ofsted judged leadership and management to require improvement in 2016. In September 2015 a new leadership team was formed at MHS due to the retirement of the 2014 SLT. The SLT has been extensively restructured for 2016 to embed the improvements in monitoring, performance management and CPD, closely matched to the needs of the academy teaching and subsequently pupil progress has improved, yet leadership and management was still judged to be requires improvement.

- MHS had no monitoring and evaluation systems in place and there was little rigour when looking at pupil outcomes; as a result of this the SLT have implemented and are now embedding a robust MEP and progress checking system through the academy. There has been rigorous CPD for all staff and the focus has been on consistency, quality first teaching, differentiation, greater accountability through performance management, attainment and levels of progress for all pupils (being aspirant and setting at 1 LoP per year). A key driver being that every member of our school community is accountable for the progress of pupils (including the pupils themselves). The drive to improve the quality of teaching, learning and assessment is already evident in the monitoring that has taken place and the impact is beginning to be evident in progress data captures.
- Everything is in place but has not had sufficient time to embed.
- The further development of a high quality distributed leadership model in 2016-2017 has seen the introduction of an extended leadership team to include Heads of Faculty; this has given clarity and greater accountability to all key priority areas. The senior leadership team meet weekly to look at the key priorities. These meetings allow for rigour when reviewing the academy priorities, allowing opportunity for sharing ideas, solutions and problems to ensure each area continues to progress and have appropriate interventions. Monitored via subject, house and faculty MEPs.
- The academy has a comprehensive system to track pupil progress and expectations for pupil outcomes have increased. Consequently, all staff, including non - teaching staff are aware of their role in maximising pupil progress. The appraisal system, has been developed and is now being embedded to ensure that all teachers have a whole academy target linked to progress of pupils in line with the academy Action Plan.
- Through the improved progress tracking systems senior leaders and middle leaders ensure that progress of individual pupils is tracked closely and interventions are monitored more effectively. Termly tripartite meetings are being used to hold Middle Leaders to account, and context for learning sheets are used to monitor intervention and differentiation at a classroom level. There is evidence of improved progress at KS3, but KS4 continue to need to make accelerated progress.
- Middle leaders are having comprehensive CPD to ensure that they robustly and consistently hold those in their teams to account; this has been strengthened this year by their work with their HoF.
- The restructure of the pastoral and academic areas of school will result in even greater accountability and increase capacity for intervention in 2016/2017
- Whole school progress milestones for appraisal have been established and are monitored by the Head.
- The academy's quality assurance schedule is rigorous and effective systems are in place to monitor the quality of teaching, learning and assessment through the MEP schedules with senior leaders working effectively with middle leaders to develop and evaluate practice and further increase consistency.
- Much has been done to strengthen middle leadership, with an established cycle of department self-review through use of the MEP ensuring that staff now have ownership of department developments and that their priorities are highly focused and impact on outcomes for pupils with all staff being held accountable
- The quality assurance schedule is detailed and clearly outlines a timeline of events to ensure greater effectiveness.
- Governance is stronger and continues to develop with governors taking an active part in strategy and decision making. Link governors work with SLT on the post

OFSTED Action Plan priorities where they have a key role in monitoring and evaluating the academy's post OFSTED Action Plan. They have a good understanding of the academy's strengths and areas for development and are committed to securing the academy's improvement through systematic support and challenge. In 2016 there are a variety of training sessions planned by SLT to help Governance continue to be an essential part of steering MHS towards its goal of being outstanding.

- A new Chair of Governors was appointed 22nd September 2016 to further strengthen the governance development. Ofsted 2016 recognised their need to change; but as yet it is too new to be judged as effective.
- Pupil Leadership continues to be at strength at Martin High School. The School Council continues to be a sound foundation for the voice of our pupil body. The Council have helped to lead with priorities in literacy, marking and cohesion in the academy community. They share ideas and provide meaningful and evaluative feedback. The school council have also been involved in building improvements and the appointment of any member of staff joining our school.
- Prefects, Head Boy and Head Girl for each house were launched September 2016 to increase the capacity for pupil voice in the academy, as part of our changes to the pastoral system.
- Fully embedded House council and form representative system.
- Colour coded seating plans have also been introduced to ensure intervention is correctly targeted.
- AWOL needs to be integrated with the academy by the summer 2017 term; ready for 2017-2018 academic year.

Why leadership and management is not yet good?

- While the academy's focus on improving teaching and learning, tracking progress and intervention has begun to secure significant improvement in pupils' outcomes these actions have not yet fully embedded so there is not yet sustained improvements for all groups of pupils.
- Leaders are working well to improve the outcomes of Pupil Premium pupils, white British boys and HAS and MAS pupils, but practice in some areas needs further development. There is evidence of improving progress at KS3 with KS4 showing some improvement but there was a legacy of poor teaching which is needing to be rectified in order for our pupils to reach their full potential.
- While OFSTED judged the curriculum to be flexible and meet the needs of the majority of pupils as yet it does not result in improved outcomes for all pupils.

What actions are being taken to address improvement priorities?

- The academy's post OFSTED Action Plan and development plan for 2016/17 focuses clearly on key improvement priorities. This links directly to department and year group planning with all staff aware of the academy's priorities. This plan is a development from 2015/2016 and reflects the embedding of the newly established monitoring systems and the increased accountability of all the academy's community.
- Introduction of Heads of faculty to better support and challenge subject leaders to ensure that quality first teaching is at the forefront of MHS development.
- Systems are in place through tripartite meetings to ensure that middle leaders track progress effectively and interventions are provided as appropriate.
- Context for learning sheets ensure that the impact of interventions are monitored effectively.
- Introduction of Faculty Reviews.
- A comprehensive programme of CPD, coaching and mentoring is being developed to respond effectively to outcomes of self-evaluation.
- Academy is embedding a homework policy, making expectations explicit. Evidence of homework is now a key feature of work scrutiny and there is a parents' forum to inform the AHT lead of what is working well and what continues to need to be developed.
- The academy is piloting its 'Life without Levels' structure in the summer term 2017, with a working party working with other county schools and Head of Faculty leading the creation of new schemes of learning at KS3 to reflect this.
- New teaching staff joining the academy in September 2016 to continue to improve the quality of teaching.
- New middle leadership and extended SLT structure to increase accountability, consistency and quality of experience our pupils receive.
- Full external review of Pupil Premium spend.
- Review and revision of how we report to carers/parents.
- Continued revision of Pupil Premium spend.
- Strategic SEND lead on SLT to ensure pupils make progress commensurate to their peers.
- Strategic Pupil Premium lead on SLT to ensure pupils make progress commensurate to their peers.