

Inspection of Maltby Academy

Braithwell Road, Maltby, Rotherham, South Yorkshire S66 8AB

Inspection dates: 26 and 27 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Maltby Academy is a welcoming and inclusive school. Pupils get along well with each other and with staff. They celebrate difference and respect one another. Bullying is rare, and dealt with if it occurs. Pupils feel safe and secure at this school because staff know them well. Pupils and parents appreciate the support that staff give pupils if they are struggling.

Behaviour in lessons is good. Pupils enjoy learning and work hard. They are active participants in their learning. They ask questions, share their ideas and support each other. Staff have high expectations of every pupil, and pupils are keen to meet these expectations. Pupils behave well around the school.

Teachers teach an ambitious curriculum which helps pupils to understand their local area, life in modern Britain and the wider world. Pupils are excited by the opportunities the school provides. They take part in a range of extra-curricular activities. Many pupils are passionate about the arts and enjoy the range of clubs they are involved in. Sixth-form pupils also make the most of wider opportunities, such as the popular e-sports enrichment.

What does the school do well and what does it need to do better?

Leaders have carefully designed the curriculum in every subject to deepen and broaden pupils' knowledge. They have identified what is most important for pupils to know and be able to do at each stage in their learning, including in the sixth form. Leaders have worked closely with local primary schools to make sure that teaching builds on what pupils already know. They ensure that the curriculum prepares pupils for academic success, broadens their horizons and gives them opportunities in the future. Leaders continue to focus on improving the quality of education in modern foreign languages so that every pupil can be successful in learning a language. This is helping more pupils to continue to study a range of academic subjects throughout their time at the academy.

Teachers explain new ideas to pupils clearly. They know their pupils well and identify areas of the curriculum which might be difficult for pupils. They break down complex learning into manageable steps. In computing, for example, teachers have planned a careful sequence of content to build pupils' knowledge of programming. Inspectors saw a number of teachers do this very skilfully, ensuring that all pupils were learning new material securely. This approach supports pupils with special educational needs and/or disabilities (SEND) well. Teachers know the barriers which might limit the learning of individual pupils with SEND and do everything they can to overcome these. Leaders provide regular and effective training to develop staff's knowledge of how to support pupils with SEND.

Teachers revisit content regularly and support pupils to remember what they have learned. In most subjects, teachers identify gaps in knowledge or misconceptions that pupils have and swiftly address these. They give pupils feedback which is

helpful and specific to what they are learning, but which does not place unnecessary demands on teachers. In English, for example, teachers quickly and efficiently address any gaps in pupils' knowledge. As a result of this, pupils at Maltby Academy are developing detailed skills and knowledge and enjoying their learning. Despite this, there are a few pupils who have not yet developed secure knowledge of important content or concepts in a subject they study. This is because teachers do not always prioritise this content enough in their teaching, assessment and feedback.

Pupils at Maltby Academy read widely. Teachers support pupils to read interesting and challenging texts in lessons. Students in the sixth form read often. This includes academic texts which prepare them for further study in their subjects. Leaders recognised that their previous approaches to teaching struggling readers were not helping these pupils to catch up quickly. As a result, they have begun to introduce a more targeted programme of reading support.

Leaders place high value on pupils' personal development. Staff encourage positive relationships and maintain high expectations for how pupils relate to each other and to staff. The life skills curriculum is carefully planned. It teaches pupils how to be safe and healthy and helps them to make informed choices. Pupils value what they learn and say that it is 'what they need to know'. They also told inspectors that teachers 'treat them like grown-ups' when discussing difficult or sensitive topics. Pupils in all year groups, including the sixth form, are taught about citizenship, democracy and current affairs. Political topics are taught in a balanced way and pupils are well informed. Pupils receive high-quality advice and guidance about careers and next steps. This is carefully matched to their individual needs at different stages of education. Sixth-form students are knowledgeable about their future options and go on to appropriate education, employment or training. Leaders also have a clear approach to supporting pupils with SEND in thinking about their next steps. The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Leaders offer carefully targeted support to pupils who are not meeting the school's high behaviour expectations. They work with pupils and parents to identify and address barriers to success for these pupils. When appropriate, leaders find alternative providers who can support some aspects of a pupil's education. These providers are carefully chosen to enhance the school curriculum and prepare these pupils for their future. Leaders have introduced a range of strategies to improve attendance. These are having an impact. However, there is a small group of pupils whose attendance has not improved quickly enough.

Leaders have made Maltby Academy a positive environment for both pupils and staff. They listen to staff and have made changes to reduce staff's workload. Leaders do their best to help staff who need a little more flexibility or support. They ensure that staff access high-quality training and professional development. Trustees and governors have a key role in maintaining and developing the high standards at

the academy and leaders at all levels work together effectively to deliver the school's vision for its pupils.

Safeguarding

The arrangements for safeguarding are effective.

The school has a strong safeguarding culture. Every member of staff understands their responsibilities for keeping pupils safe. Staff are very knowledgeable about the kinds of risks which young people might face. They receive high-quality training and leaders regularly check staff are confident about how to keep pupils safe.

Leaders are proactive in identifying pupils who may be at risk. Staff report any concerns they have immediately, and leaders connect the dots to quickly identify any pupils who may be vulnerable. They take swift action to reduce the risk to pupils and work with vulnerable pupils over the long term to ensure that they are happy, safe and successful. They work effectively with a range of external agencies to make sure that pupils get the support they need.

Pupils are also knowledgeable about the risks they might face. They are comfortable discussing difficult topics and they know what is, and is not, appropriate behaviour. They are confident that staff would help them if they had any concerns or did not feel safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, there are a few pupils who are not yet secure in their knowledge of the most important content, concepts or skills. This means that these pupils can find it harder to keep up with the demands of the ambitious curriculum at Maltby Academy. Leaders should ensure that teachers in all subjects are clear about what it is most important for pupils to learn at particular stages and that they prioritise securing this knowledge for all pupils, and checking their understanding.
- Pupils' attendance has improved over time. However, there are still some pupils whose attendance is not high enough. This means that these pupils are at risk of falling behind in their learning and do not benefit fully from the quality of education which the school offers. Leaders should continue to focus on improving the attendance of individual pupils and support parents to take an active role in supporting the school's efforts to get pupils into school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	136042
Local authority	Rotherham
Inspection number	10228229
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1133
Of which, number on roll in the sixth form	151
Appropriate authority	Board of trustees
Chair of trust	Julie Kenny
Principal	Richard Wood
Website	www.maltbyacademy.com
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- Maltby Academy is a larger-than-average secondary school.
- The proportion of disadvantaged pupils is higher than the national average.
- The school uses four alternative providers to support pupils. These are: Jade Youth and Community, Cirque, Swinton Lock Activity Centre, and GTA College.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors carried out deep dives in history, mathematics, modern foreign languages, computing and English. They held discussions with senior leaders, subject leaders and teachers. They also talked to pupils about their learning and looked at work they had completed.

- Inspectors looked at plans to support the personal development of pupils, and spoke to pupils about what they had learned and the experiences and opportunities they had in the school.
- Inspectors visited a range of lessons across subjects. They visited assemblies and tutor periods and observed social times.
- Inspectors visited a range of alternative providers which pupils from the school attend. They spoke to leaders in these settings and to pupils from Maltby Academy who attend.
- Inspectors talked to staff, pupils and parents. They analysed the responses to the Ofsted Parent View survey, the pupil survey and the staff survey.
- Inspectors met with the SEND coordinator, spoke to pupils with SEND and their parents, reviewed plans to support these pupils and visited lessons to see how these pupils are supported to learn.
- Inspectors met with the designated safeguarding lead and reviewed documentation related to safeguarding and referrals to the local authority. Inspectors also spoke to staff about how they keep children safe.
- Inspectors met with representatives of the multi-academy trust and the local governing body and reviewed documentation relating to governance.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.

Inspection team

Tim Jenner, lead inspector	Her Majesty's Inspector
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