

# Inspection of Gartree High School

Ridge Way, Oadby, Leicester, Leicestershire LE2 5TQ

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Inspection dates:	25 and 26 February 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Outstanding

The co-headteachers of this school are William Carter and Ed Wilson. This school is run by a single academy trust, Gartree High School, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Kerry Francksen.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Pupils are happy at Gartree High School. They get along very well together and enjoy positive relationships with staff. Pupils told inspectors that they feel safe and cared for. They value the school's positive and inclusive learning environment. The culture of the school is underpinned by its behaviour charter and the school's values, to which all pupils and staff are committed.

The school provides a challenging curriculum that is designed well to meet pupils' aspirations. It has high expectations of what all pupils will achieve. Pupils rise to the challenge. They try hard and behave well. There are few distractions to learning. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Extra-curricular activities further enhance the school's offer and support pupils' character development. The school makes sure that there is something for everybody. Pupils value these varied opportunities. There is a wide range of clubs on offer to develop pupils' talents and interests in sports and the arts, as well as a variety of other pursuits. Trips and visits bring the curriculum to life and provide pupils with memorable experiences.

Pupils are well informed about their next steps in education. There is a detailed careers programme. It includes opportunities to meet with, and visit, local employers and education providers.

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

The curriculum is broad and ambitious. In key stage 3, it covers the full range of national curriculum subjects. In key stage 4, pupils choose from a variety of academic and vocational courses. Almost all pupils take the full range of GCSE subjects that make up the English Baccalaureate. The curriculum has been designed in a way that supports all pupils to build on what they already know and deepen their understanding as they progress. The school quickly identifies when pupils have additional needs. It makes sure that pupils with SEND are very well supported so that they thrive alongside their peers.

Reading is a priority for the school. Weak readers benefit from targeted support that helps them to develop fluency and gain confidence. Pupils read often from challenging and interesting texts.

The curriculum is underpinned by teaching strategies that are designed to make sure that pupils learn and remember the important knowledge. Teachers use their expert subject knowledge to explain concepts clearly. They support pupils to learn subject-specific vocabulary and then use it confidently. Learning activities provide lots of opportunities for pupils to practise new skills so they gain fluency. Teachers revisit previous topics often to make sure that pupils can recall what they have learned before.

Most of the time, teachers check learning carefully and adapt activities so that all pupils have a secure understanding before they move on. However, this is sometimes not the case. On some occasions, teachers do not check precisely enough to identify when pupils

have misconceptions or knowledge gaps. When this happens, pupils' learning is less secure.

The school has designed a suitable personal development programme to support pupils' wider development. Pupils are taught how to keep themselves safe and maintain good physical and mental health. There are opportunities for pupils to learn about the fundamental British values, the protected characteristics and healthy relationships. However, some pupils do not have a deep understanding of these important themes.

Pupils behave well in lessons and around school. They consistently demonstrate positive attitudes to learning. The school provides strong support and guidance to help pupils improve their behaviour. This means that incidents of poor behaviour are rare.

School leaders and staff are committed to providing a high-quality education for all pupils. They work collaboratively to develop the curriculum. Staff value the support they receive to manage their workload and develop their expertise. School leaders and trustees routinely evaluate the impact of the school's work and strive to make sure that all pupils benefit.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- At times, teachers do not check pupils' understanding precisely enough to identify any misconceptions or gaps in knowledge. When this happens, pupils' knowledge is insecure. They cannot recall what they have learned with confidence. The school needs to ensure that the strategies teachers use to check and adapt learning are applied consistently across the curriculum.
- Some aspects of the personal development programme are not delivered consistently well, especially in key stage 4. As a result, some pupils do not have an age-appropriate understanding of healthy relationships or of the protected characteristics. The school needs to make sure that the personal development programme is delivered effectively, and with sufficient emphasis, so that pupils are well-prepared for their next stages in education and beyond.

## **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.

## **Further information**

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	138155
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10347525
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	905
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Kerry Francksen
<b>Headteacher</b>	William Carter and Edward Wilson (Co-headteachers)
<b>Website</b>	<a href="http://www.gartree.leics.sch.uk">www.gartree.leics.sch.uk</a>
<b>Dates of previous inspection</b>	9 and 10 October 2018, under section 8 of the Education Act 2005

## Information about this school

- At the time of the previous section 5 inspection in January 2015, the school catered for pupils between 10 and 14 years old. The school converted to become a secondary school in a single academy trust, Gartree High School, in September 2017. It now provides education for pupils aged between 11 and 16 years old.
- The co-headteachers and deputy headteacher were appointed in September 2024.
- The school uses seven alternative provisions. Two of these are registered. The other five are unregistered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and

management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the co-headteachers, the deputy headteacher, the assistant headteachers and other school leaders.
- The lead inspector met representatives of the board of trustees, including the chair of the board.
- Inspectors carried out deep dives in these subjects: mathematics, English, modern foreign languages, drama and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons and spoke to pupils about their work in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with leaders and reviewed records relating to attendance, behaviour and personal development.
- Inspectors considered the views of staff, pupils, and parents and carers through discussions and using Ofsted's online surveys.

## Inspection team

John Spragg, lead inspector	His Majesty's Inspector
Jenny Brown	Ofsted Inspector
Sue Wood	Ofsted Inspector
Nyree Parker	His Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
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