

Audenshaw School Academy Trust

Hazel Street, Audenshaw, Manchester, Lancashire, M34 5NB

Inspection dates 19–20 November 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Students' achievement is not yet consistently good. The proportion of students making or exceeding expected progress is below average in mathematics.
- Not enough teaching is consistently good or better. Teachers do not always use resources and set students work that helps them to make rapid progress.
- Teachers do not always check how well students are learning and use the information to inform their planning.
- The marking of students' work is not consistently good. It does not always clearly inform students what they need to do to improve and is not always used to help students learn well.
- Senior leaders and the governing body do not always check the progress made by groups of students well enough to ensure that all groups of students learn more quickly from their starting points, particularly the most-able and those supported by the pupil premium.
- Senior leaders and the governing body do not always make full use of the school's improvement planning processes to ensure rapid improvement in the quality of teaching and students' achievement.
- Subject leaders' roles are not yet fully developed and as a result, they do not always contribute effectively to the quality of provision, teaching and students' achievement in their subject areas.

The school has the following strengths

- Students achieve well in English and so attainment is consistently well above the national average.
- Students' behaviour and their attitudes to learning are good. They are polite and well-mannered to each other and to visitors.
- Students are well cared for and say that they feel safe in school.
- Attendance is well above the national average.
- The curriculum offers a good range of courses and opportunities that contributes well to students' spiritual, moral, social and cultural development.
- The sixth form is good. Students make good progress and are well prepared for the next stage of their education, training or employment.
- The headteacher and other senior leaders have already taken decisive action to improve the quality of teaching and leadership at all levels.

Information about this inspection

- Inspectors observed 47 lessons taught by 44 teachers. Three lessons were observed jointly with members of the senior leadership team. Inspectors also visited several classrooms with senior leaders to look closely at students’ work.
- Inspectors observed the school’s work, including minutes of meetings of the governing body, and the school’s analysis of how well it is doing and its improvement plan.
- The inspectors looked closely at the school’s information on students’ progress and documents relating to behaviour and safeguarding.
- Meetings were held with four groups of students, staff and five members of the governing body.
- Inspectors took account of the 52 responses from parents recorded in the on-line questionnaire (Parent View). Inspectors also took account of the 79 responses to the staff questionnaire provided by Ofsted.

Inspection team

Alan Parkinson, Lead inspector	Additional Inspector
Janet Peckett	Additional Inspector
Chris Griffin	Additional Inspector
Mark Shenton	Additional Inspector
Michael McLachlan	Additional Inspector

Full report

Information about this school

- Audenshaw School Academy Trust converted to become an academy on 1 September 2010. When its predecessor school, Audenshaw School, was last inspected by Ofsted, it was judged to be outstanding. Although the Audenshaw School converted to become an academy it is still referred to within the academy and locally as a school.
- Audenshaw is larger than the average-sized secondary school.
- The proportion of students known to be eligible for the pupil premium is below the national average. The pupil premium is additional funding for students known to be eligible for free school meals, those from families in the armed services and those in local authority care.
- The proportion of students from minority ethnic backgrounds is below the national average.
- The proportion of students who speak English as an additional language is below the national average.
- The proportion of disabled students and those who have special educational needs supported through school action is below the national average. The proportion of these supported through school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school does not enter students for GCSE examinations earlier than the usual time.
- The school uses Tameside College to provide some vocational courses for a very few students at Key Stage 4.
- A new headteacher was appointed in June 2013.
- Following a review of roles and responsibilities a predominantly new senior leadership team was appointed from September 2013.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is always at least consistently good across all subjects to further increase the proportion of students making good progress, particularly in mathematics, by:
 - ensuring that teachers make more effective use of assessment of students' progress to plan learning and set students more aspirational targets so that activities in lessons are always well matched to students' individual needs to enable them to make rapid progress, particularly the most-able students
 - ensuring that teachers' marking of students' work always provides students with clear and specific guidance on what they have to do to improve and that teachers' written comments are always followed up by students
 - providing further opportunities for students to develop and apply their mathematical skills across a wide range of subjects to raise the achievement of students in mathematics to ensure that they make at least expected progress in mathematics.
- Improve the effectiveness of leadership and management at all levels, including governance, by:
 - increasing the rigour and precision of improvement planning to improve the quality of teaching and raise students' achievement more rapidly
 - ensuring that the school's recently introduced systems to track and monitor students' progress are used effectively by all staff to accelerate the progress of all groups of students, particularly the most-able students and those supported through the pupil premium

- further developing the role of subject leaders to enable them to make a more effective contribution to monitoring, evaluating and improving the provision, quality of teaching and students' progress in their subject areas.

An external review of governance, to include a specific focus on 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.

Inspection judgements

The achievement of pupils requires improvement

- Achievement requires improvement because some students are not making good enough progress, particularly in mathematics, from their individual starting points.
- Students usually enter the school with attainment that is well above the national average. The school has a larger proportion of middle and higher-ability students than the national average.
- The proportion of students gaining five or more GCSE passes at grades A* to C including English and mathematics has varied from 67% in 2011, up to 73% in 2012 and falling to 68% in 2013.
- Achievement in mathematics requires improvement. Although the proportions of students gaining A* to C grades in mathematics are also above the national average, they fell from 82% in 2012 to 75% in 2013. In 2013, the proportion of students, including the most-able students, making at least average progress in mathematics was below the national average.
- Students achieve well in English. The proportions of students gaining A* to C grades in English are well above the national average rising from 78% in 2012 to 85% in 2013. The proportion of students making at least average progress in English increased from 76% in 2012 to 83% in 2013 and is well above the national average. Similarly, the proportions of different student groups making at least expected progress in English was above national averages. This is because the vast majority of teaching in English is good and engages students' in their learning.
- Inspection findings from observation of lessons, analysis of students' work and school data show that the progress of students' across a range of other subjects is not consistently strong. This includes a fall in 2013 of the overall attainment in science, languages and humanities.
- The achievement of those students supported by the pupil premium is variable and as a result, requires improvement. In 2012, at the start of their GCSE course, students known to be eligible for free school meals were achieving approximately one-quarter of a GCSE grade lower than all other students in the school in English. The school's information about the performance of these same students, now in Year 11, shows that their attainment in English is currently similar to that of all other students. This shows that the gaps in attainment in English are closing and these students made good progress in English. However, the school's information about the performance of these same students in mathematics shows that the gap widened in 2013 and these students are now half of a GCSE grade lower than all other students in mathematics.
- Students who are eligible for the Year 7 catch-up funding and those supported by the pupil premium receive additional support to develop their skills in English and mathematics. This funding is used to provide additional teaching resources, one-to-one tuition and small group work, in particular to develop students' reading and writing skills. The school does not robustly monitor the impact of this support on students' progress and so their efforts to ensure all students achieve equally well are not fully effective.
- The few students from minority ethnic backgrounds and those who speak English as an additional language make similar progress and sometimes better progress than their peers.
- There are no significant variations between the progress made by disabled students and those with special educational needs and all other groups of students in the school. Although achievement varies across subjects, their progress is similar to, and sometimes better than that seen by similar students nationally.
- The school makes very good use of alternative provision for a very few students to provide appropriate courses that engage their interests well and ensures they benefit from a more tailored provision. The attendance of students on college courses is good and the school takes all reasonable steps to ensure they behave well, are safe and are successful. This supports the school's aim of providing equal opportunities for learning and success for all students.
- Inspection findings, supported by lesson observations and scrutiny of students' work, show that the vast majority of students' make good progress in the sixth form. This is because good teaching enables students to achieve well. As a result, students are prepared well for the next stage of their education, training or employment.

The quality of teaching requires improvement

- Teaching overall requires improvement because not enough is consistently good or better. In some lessons, teachers do not identify quickly enough where learning is too slow and do not set tasks and activities that enable students to learn well, whatever their ability. This is because teachers do not always use information on students' progress well enough to plan lessons and check carefully enough how well students understand the work. As a result, the activities for some students are either too easy or too hard.
- Although teachers mark students' work regularly, the comments do not always help students to improve. Where marking is good, teachers provide students with clear written comments that tell them what they need to do to improve further. However, this good practice is not consistently applied across all areas. In addition, opportunities are not provided to ensure that students follow up teachers' written comments. As a result, opportunities to take learning further are missed and students do not always make good progress.
- The students' target-setting processes do not always ensure that they are set more aspirational targets for each of their subjects. This tends to limit the level of progress some students are aiming to make and limits students' learning. As a result, all students do not achieve even greater success across all subjects.
- Students are given many opportunities to develop their literacy skills across a wide range of subjects through activities such as extended writing. However, not enough opportunities are provided for students to develop their mathematical skills.
- In the best lessons, where sometimes outstanding teaching was seen, teaching is very well organised and planned. Students are fully engaged in their learning, show interest and are given appropriate opportunities to develop as independent learners. Teachers demonstrate good subject knowledge, use effective questioning to encourage students to think for themselves and develop their understanding. In these lessons, learning takes place at a good rate; students are focused on their work and make good progress. For example, in a Year 9 art lesson students were fully engaged in their work and were provided with opportunities to share and develop their ideas about patterns more fully.
- Students say that they enjoy the large majority of their lessons. They work very well together and the relationships between students and teachers and between students themselves are good and promote positive attitudes to learning.
- Teaching assistants are used well in lessons, particularly to support disabled students, those who have special educational needs and those identified by the school in need of additional support. They help students to learn, develop skills and achieve as well as all other students.
- Teaching in the sixth form is good because teachers' good subject knowledge and their enthusiasm are having a positive impact on students' attainment and progress.

The behaviour and safety of pupils are good

- Behaviour in lessons and around the school is good. Students are polite and well-mannered and relationships between students and with adults are good.
- Students say that they feel very safe because they are well cared for by teachers and other adults. They have a clear understanding of the different forms of bullying and report that bullying is rare. For example, the school has been proactive in raising awareness and achieve a greater understanding of homophobic bullying. Students say that, should any instances of bullying occur, they are quickly resolved.
- Students have a good understanding of how to keep themselves safe, for example, by learning how to use the internet safely and adopting safe practices during lessons. This was shown in a Year 9 physical education lesson on weight training when students were asked by the teacher 'What makes a happy gym?' they all responded 'A tidy gym'.
- The responses to the Parent View indicate that a very large majority of parents support the view that students behave well in school, they are not bullied, and they are well cared for and feel

safe.

- The school provides many opportunities for students to develop responsible attitudes. This enables them to make a significant contribution to the school community and local community. For example, some students take on positions of responsibility such as prefects, as student mentors to help other students improve their reading and mathematical skills or as members of the student council. Sixth form students have the opportunity to support pupils in local primary schools or help in local care homes. This shows students care for others and helps to develop well students' confidence and their spiritual, moral, social and cultural development.
- Attendance is high compared to national averages and this reflects well on students' positive attitudes towards their learning, enjoyment and engagement in school.

The leadership and management

requires improvement

- The new headteacher, together with the senior leadership team and the governing body has accurately identified the school's strengths and areas for further improvement through effective self-evaluation processes. However, the current school improvement plan tends to focus on improving systems and processes and does not have a sharp enough focus on specific actions needed to raise the quality of teaching and students' achievement more rapidly.
- Although senior leaders and the governing body check the progress of students, particularly at Key Stage 4, they do not sufficiently check the progress of different student groups from their starting points. This includes, in particular, those students supported through additional funding such as the pupil premium and Year 7 catch-up to ensure that all groups of students make at least good progress. In addition, this information is not yet being used to set targets that are more aspirational and help students to make faster progress in all of their subjects, particularly for the most-able students.
- The headteacher, together with the governing body and the newly formed senior leadership team, demonstrates a strong commitment to improve the quality of teaching and raise students' achievement. They have a clear view of how good the school can be and have shared this with all staff. They have already taken decisive action to improve the quality of teaching and the effectiveness of leadership at all levels. For example, the school has recently developed a more robust system for regular observations of lessons to check the quality of teaching and improve students' achievement by addressing any areas of underperformance. This shows that the school's leaders have the capacity, commitment and determination to raise standards further.
- Senior leaders know their next steps are to further develop the role of all subject leaders to enable them to be more fully involved in the robust monitoring and evaluation of the provision in their subjects to ensure that the quality of teaching is at least consistently good and students make good progress.
- The school has recently developed its systems to monitor the quality of teaching and learning to ensure that they are more rigorous and provide accurate feedback to teachers on their performance. This information is used to set appropriate and challenging targets to ensure that the quality of teaching and students' achievement continue to improve. This information is also used to provide a relevant programme of staff training and advise the governing body with robust information about teachers' promotion and movement up the salary scale.
- The curriculum provides students with an appropriate range of courses and opportunities that provide breadth and balance and prepares them well for the next stage of their education, training or employment. The school's wide range of extra-curricular and enrichment activities provides students with a opportunities and experiences to develop their personal and academic skills further and helps promote students' spiritual, moral, social and cultural development well.
- The life skills course provides students with a well-structured programme covering a range of topics such as personal safety, relationships, social issues and career paths. This programme is highly valued by students and provides students with opportunities to discuss and develop their views and raise their awareness of social and moral issues around topics such as equal opportunities and racism.

- The school receives limited external support to improve the quality of teaching and learning and raise students' standards further.
- **The governance of the school:**
 - The governing body shows a clear commitment to the success of the school. Governors know the strengths of the school and have an accurate understanding of what needs to be done to improve the school further. However, they do not always use all of the information available to enable them to effectively support and challenge school leaders at all levels. For example, they do not use school data well enough to fully understand the progress of all students in relation to their starting points. The governing body has a good understanding of the school's finances, including the allocation of pupil premium funding to provide additional small group sessions for students in English and mathematics. However, they do not rigorously monitor the impact of this additional funding to ensure that it is being spent effectively. Safeguarding is a high priority for the school and all procedures and policies meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136273
Local authority	Tameside
Inspection number	427194

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

Type of school	Secondary
School category	Academy converter
Age range of pupils	11–18
Gender of pupils	Boys
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1,182
Of which, number on roll in sixth form	201
Appropriate authority	The governing body
Chair	Terence Hall
Headteacher	Jeanette Saw
Date of previous school inspection	22 November 2006
Telephone number	0161 336 2133
Fax number	0161 320 3046
Email address	admin@audenshaw.tameside.sch.uk

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