

Audenshaw School Academy Trust

Hazel Street, Audenshaw, Manchester, M34 5NB

Inspection dates 7–8 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Inadequate	4
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that has serious weaknesses.

- Too many students at both GCSE and GCE A-level do not make their expected progress.
- Achievement in mathematics and science is inadequate.
- The most able students do not always achieve to their potential at either GCSE level or in the sixth form.
- The gap in attainment and achievement between disadvantaged students and their peers is not closing quickly enough.
- There is not enough good teaching across all subjects, especially in mathematics and science.
- Students' attitudes to learning and their behaviour are not consistently good.
- While improvements in key areas, including leadership and assessment have taken place they have not done so at a sufficiently rapid pace.
- Instability in the staffing of science has led to weakness in teaching and learning and to declining achievement.
- Data for checking the progress students make are not sufficiently robust or reliable.

The school has the following strengths

- Leaders and managers, including governors, demonstrate a clear vision and have taken some decisive action to enable the school to improve.
- Progress and attainment in some subjects are improving.
- New systems and processes to promote better school performance have been introduced and are beginning to have an impact.
- The school provides a safe environment for its students.

Information about this inspection

- Inspectors observed teaching and learning in 43 parts of lessons taught by 42 teachers. Two of the observations were carried out jointly with senior leaders. Inspectors attended Year 8 and Year 11 assemblies and visited several tutorials.
- Inspectors looked closely at samples of students’ written work across a range of subjects and year groups. They also watched behaviour around the school.
- Inspectors held meetings with senior and middle leaders, groups of teachers, five groups of students and the Chair of the Governing Body and two other governors. Inspectors scrutinised a wide range of documentation including: self-evaluation and development plans; data relating to students’ attainment and progress; information on attendance; documents and records about behaviour and safeguarding; records of the monitoring of teaching and learning and of performance management and minutes of meetings of the governing body.
- Inspectors reviewed the 109 responses to the Ofsted on-line questionnaire (Parent View), alongside the school’s own records of parental and student feedback. They also considered the views expressed in 81 inspection questionnaires returned by school staff.

Inspection team

Patrick Geraghty, Lead inspector

Her Majesty’s Inspector

Charles Lowry

Her Majesty’s Inspector

Bimla Kumari

Additional Inspector

Julie Yarwood

Her Majesty’s Inspector

Christine Addison

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

Information about this school

- Audenshaw School Academy Trust converted to become an academy on 1 September 2010. Although the Audenshaw School converted to become an academy, it is still referred to within the academy and locally as a school.
- Audenshaw is a larger than average-sized secondary school.
- Students' attainment when they join the school is significantly above average.
- The proportion of disadvantaged students eligible for support through the pupil premium is below the national average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those who are looked after by the local authority.
- 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 students 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 are the minimum expectations for students' attainment and progress.
- The school does not enter students for GCSE examinations earlier than the usual time.
- At the time of the inspection, the school offered no alternative provision.

What does the school need to do to improve further?

- Improve the quality of teaching and learning, particularly in mathematics and science, so that it is always at least good by ensuring that:
 - the assessment of students' progress is used effectively to plan learning and set students more aspirational targets so that activities in lessons are always well matched to students' individual needs
 - 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
 - where used, pair and group work are planned effectively so as to maximise learning opportunities
 - Teachers' questioning effectively develops students' understanding and helps them to reflect on what they have learnt.
- Improve achievement rapidly, especially at GCSE level in science and mathematics and at GCE A-level in the sixth form, by ensuring that:
 - the most able students are sufficiently challenged by work that is matched to their needs, abilities and aspirations
 - the gap in attainment and progress between disadvantaged students and their peers closes more rapidly
 - data to monitor progress are robust and reliable.
- Further improve the effectiveness of leadership and management at all levels by ensuring that:
 - senior and middle leadership continue to strengthen their efforts to promote high quality teaching and learning across all subjects in order to raise achievement more rapidly
 - the role of subject leaders is further developed so that they have a more proactive part in evaluating and improving the quality of teaching and learning within their areas of responsibility and across the wider curriculum

- best practice in teaching across the curriculum is shared in a systematic way and includes a focus on evaluating its impact
- greater stability in staff in science and mathematics enables the delivery of high quality teaching.

Inspection judgements

The leadership and management requires improvement

- Over the last 18 months the headteacher has, with her senior leaders, reshaped and refocused the school culture with the objective of enabling rapid improvement across all of its activities. During this period, there have been significant changes to staffing with a 40% turnover of teaching and support staff. Questionnaires returned by staff during the inspection indicate that a significant percentage of staff support the new direction taken by the headteacher. This support was confirmed in numerous discussions inspectors held with staff.
- The largely new senior leadership team has a clear focus on establishing high quality provision and improved students' attainment. Leaders are clear about their responsibilities. The headteacher and senior leaders demonstrate a clear commitment for improvement.
- Self-evaluation is sharp and largely accurate. Areas for improvement are clearly identified and appropriate actions are documented. Systems to monitor, track and evaluate school performance have improved. There is now more systematic use of data to better analyse performance, however, data for evaluating the progress of students need to be more robust and reliable.
- Improvements to the attainment and progress of students in key areas, such as mathematics and science, have not been sufficiently rapid. Too many students, including the most able, continue to underperform. There has been too much instability in staff in science and consequently, standards have been adversely affected.
- Focused staff training has started to impact on teachers' planning of learning. Teaching and learning lead practitioners have recently been appointed to develop opportunities to share and promote better practice. These initiatives are at an early stage and it remains too soon to evidence their concrete impact.
- Many middle leaders are relatively new and are still learning how best to work with their staff to strengthen and embed best practice and a culture of improvement. They are beginning to use performance outcomes more astutely to target areas that require improvement. Subject leaders are not sufficiently involved in monitoring and evaluating the quality of teaching and learning within their areas.
- Performance management and professional development are used to support and challenge weaker teaching. The appraisal system is effective and has an increasingly strong focus on rewarding good teaching.
- The curriculum at Key Stage 4 has a strong academic focus but, within that context, is broad and balanced. The curriculum at Key Stage 3 has been strengthened with the employment of a primary school trained teacher to improve the transition curriculum though the Year 7 catch-up premium. Literacy is well promoted across the curriculum. Careers guidance is effective at the end of both Key Stage 4 and Key Stage 5.
- Partnerships with external agencies help to promote the care of students most in need. Tutorial provision, assemblies and life-skills classes were seen during inspection to be preparing students to better understand life in modern Britain. The academy trust works with the local authority across a range of matters and initiatives.
- The promotion of equality and diversity requires further improvement because too many disadvantaged students perform less well than other groups. The school has undertaken a review of how pupil premium funding is spent and new strategies have been put in place so that this funding has greater impact on the outcomes for disadvantaged students. Current school data indicate that the disparity in attainment and progress between disadvantaged students and their peers is becoming less marked but that the gap is still not closing rapidly enough in some subjects.
- The school, including the governing body, meets its statutory requirements for safeguarding students.
- **The governance of the school:**
 - Governors challenge senior leadership on school performance, however, they have been unable to stem its decline over recent years. They are aware of how the school uses performance management to tackle underperformance and reward good teaching. They offer strong support to the headteacher on the direction in which she has taken the school.
 - Governors are acutely aware of the challenges that the school faces. They recognise significant underperformance in key subject areas and in the sixth form.
 - Governors have a good understanding of the pupil premium, how it works and its impact on students' performance. Over time, however, they recognise that the impact of this funding has been limited.
 - Governors recognise the need to be more fully aware of how the school is attempting to improve the quality of teaching and learning.

The behaviour and safety of pupils**requires improvement****Behaviour**

- Students' behaviour requires improvement. In too many lessons, low level disruptive behaviour impacts upon the learning of others. A few students raised concerns about this with inspectors. Many students are highly inquisitive and eager to engage and embrace learning; problems occur where there is insufficient challenge and low expectations.
- Students said that they feel safe in school. However, some Year 7 and Year 8 boys raised concerns about the over-boisterous behaviour of some older boys. The school has placed a strong emphasis in recent years on promoting an anti-bullying agenda and improving bullying reporting systems. Some younger boys spoke of homophobic bullying in Years 7 and 8. School leaders are aware of this and appropriate programmes have been put in place to tackle such issues. The use of derogatory language is monitored carefully.
- Inspectors observed polite and helpful students who generally conduct themselves well around the school. They demonstrate positive and courteous relationships with each other and adults. The school uniform is smart and students show respect for the school environment, which is tidy and very well kept.
- Students are eager to take on responsibilities. Many are prefects, members of the school council, librarians or peer and learning mentors for younger students. Many are very articulate and eager to express their views and ideas and ask about those of others. The school promotes students' spiritual, moral, social and cultural development within tutorial provision, life-skills lessons and assemblies which are regularly taken by students.

Safety

- The school's work to keep students safe and secure is good. Effective policies and procedures for safeguarding are in place and are reviewed by senior leaders and the governing body. Staff have received comprehensive training on child safety. The school works with a number of agencies to support disadvantaged and vulnerable students. E-safety awareness is high and students say they learn how to keep themselves safe.
- Attendance rates are high. The school promptly follows up any absence. Punctuality to lessons is too variable.
- The physical well-being of students is promoted through the curriculum and numerous extra-curricular sports activities. Parents feel that their children are happy in school and are kept safe.

The quality of teaching**requires improvement**

- There is too much variability in the quality of teaching and learning across the school.
- In well-planned lessons students are eager to learn because activities offer appropriate levels of challenge. Students are given the opportunities to develop their skills and deepen their understanding: they respond with energy, excitement and strong commitment. In these lessons, high expectations and aspirations are promoted and teachers have a sharp focus on the progress they expect students to make. Students work well together and use a wide range of resources to support their learning.
- In too many lessons, learning is not sufficiently well planned to meet the needs of all students. Questioning of students and their responses are too shallow and fail to promote a deeper understanding and extend thinking. Too often in these lessons students do not make sufficient progress because their aspirations are low and the teachers' expectations for them are limited. As a result, some students make poor progress because they disengage from learning activities.
- When used, pair and group work are too often poorly organised. The most able students are not encouraged to excel. Slow students' progress was observed too often in science and mathematics.
- While students' exercise books are marked frequently, the quality of marking is variable. The best marking gives specific guidance on how to improve and students give clear responses as to how they have used teachers' comments to enable improvement. High quality marking was seen in English and geography. In some of the marked work scrutinised, there was little evidence of teachers' follow-up to assess improvement and chart students' progress. Next-step indicators were limited with little student reflection on the teachers' advice given and on the improvement achieved.

- Literacy is now well promoted across the curriculum; many students expressed a delight in reading. Numeracy development is insufficiently integrated into the content of the planned curriculum.
- Teaching assistants provide appropriate support which enables students to better access learning.

The achievement of pupils

is inadequate

- Students' progress at GCSE in a number of subjects, including mathematics and science, has been in decline for the past three years. For two of those three years, students' progress in mathematics and modern foreign languages was significantly below average. The provisional GCSE data for 2014 indicate that, although attainment in mathematics has improved marginally, students' progress still remains below the national average for expected progress in this subject. Similarly, this is the case for students' progress in English, which has fallen from above the national average in 2013 to below it last year.
- The school's validated GCSE data for 2013 show that the large majority of groups made significantly below average progress in mathematics, modern foreign languages and humanities. These groups include the most able students and those students with special educational needs. Disabled students and those with special educational needs do not always do as well as they should.
- Although the school's data indicate that the disparity in attainment and progress between disadvantaged students and their peers is becoming less marked, in a number of subjects a significant gap remains. In 2013, Year 11 disadvantaged students left school one third of a GCSE grade behind in English and two thirds of a GCSE grade behind in mathematics when their performance is compared to their peers nationally. However, the in-school gap with other students was wider still at two thirds of a GCSE grade in English and three-quarters of a grade in mathematics. In 2014, the proportion of these students leaving the school with five higher GCSE grades, including English and mathematics, was 20 percentage points below that of their peers in the school.
- Observations of the quality of teaching and scrutiny of work in students' books indicate that students' achievement is inconsistent across the school. In some subjects, including science and mathematics, work is not closely matched to students' needs. The school's data for students' progress at Key Stage 3 indicate that they are moving forward in their learning. Students demonstrate good improvement in developing literacy and spoken skills. The development of numeracy skills across the curriculum remains at an earlier stage of development.
- Most parents who responded to Ofsted's online questionnaire, Parent View, feel that children are making good progress. Inspectors would agree that this is the case in design technology and physical education. However, inspection evidence does not support this view for a number of other subjects.

The sixth form provision

requires improvement

- The school has a well-established sixth form. Provision focuses on academic courses at GCE AS and A-level. About one third of the school's Year 11 cohort is enrolled into the sixth form. A significant number of students are enrolled from other schools. The sixth form is co-educational.
- Monitoring and tracking systems are insufficiently robust for checking students' progress. Data analyses of examination trends are insufficiently developed to inform improvement in teaching and learning. Development plans indicate that managers know where they need to improve but the implementation of actions to tackle improvement have not been sufficiently rapid. There are effective advice and guidance systems on entry to the sixth form and in promoting students' understanding of progression and destination opportunities. Governors monitor sixth form provision carefully, however, underachievement persists on some courses.
- Students' behaviour is good and they offer worthy role models for younger students. They demonstrate positive attitudes to learning and work within a pleasant and work-focused environment. Pastoral support for students is a strength. Students said that they feel safe and well prepared in tutorial groups about safeguarding and welfare matters. The curriculum, extra-curricular activities and tutorial programmes enable them to deepen their understanding of life in modern Britain. Attendance and retention rates are high.
- The quality of teaching and learning is too variable. In some lessons, work is too easy for students and they are not sufficiently stretched and challenged. In these lessons, teachers' expectations of students are too low. In well-planned lessons students are challenged and resources and tasks match their needs and ambitions. Students are encouraged to develop independent learning and research skills.

- Pass rates for GCE A-level were just below the national average in the provisional data for 2013/14. In a number of subjects, students made good progress; however, progress trends in some subjects have been in decline over recent years. Senior leaders recognise that these trends need to be reversed. The most able students are not excelling.

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	453878

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	1,250
Of which, number on roll in sixth form	179
Appropriate authority	The governing body
Chair	Terence Hall
Headteacher	Jeanette Saw
Date of previous school inspection	19 November 2013
Telephone number	0161 336 2133
Fax number	0161 320 3046
Email address	admin@audenshaw.tameside.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

