

# Audenshaw School

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

## Inspection dates

14–15 February 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
16 to 19 study programmes	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders, including those responsible for governance, have been effective in acting upon recommendations for improvement made at the last inspection. As a result, the standard of education the school provides is now good.
- Governance has improved since the last inspection and is now effective. Governors promote an ethos of high aspirations for pupils and challenge school leaders robustly to ensure that these standards are met.
- School leaders, including governors, have a clear and accurate understanding of the school's strength and improvement priorities. They set, monitor, assess and refine school improvement plans systematically and effectively. Consequently, plans are effective in ensuring that the school continues to get better.
- Pupils' outcomes are good. Pupils make strong progress in English, mathematics, geography, history and a wide range of other subjects. In modern foreign languages and science progress is not consistently good.
- Teaching has improved since the last inspection and is good. Pupils from all starting points make good progress across a broad range of subjects and year groups. Variation within a minority of subjects remains for pupils with higher starting points. These pupils are not set work that is hard enough, so do not match the good achievement seen elsewhere.
- Leaders have high expectations of behaviour, which is better than at the time of the last inspection. Pupils have strong attitudes to learning, attend regularly and are confident learners. Pupils say the school is a safe and happy place where bullying is rare.
- Leaders, including governors, effectively monitor and evaluate the use of the pupil premium funding. As a result, these pupils attend school regularly and make strong progress.
- School leaders have introduced an aspirational curriculum that meets the needs and interests of the pupils. Careers guidance is impartial and of a good standard. Consequently, pupils move on to appropriate next steps in education.
- Sixth-form leaders offer a wide range of A-level courses for students. Overall progress is variable and not consistently good. Despite this, students with high GCSE grades make strong progress. Accordingly, the majority move on to aspirational next steps in education including Russell Group universities.
- Sixth-form leaders accurately identify that teaching in a small number of A-level courses require further improvement, especially mathematics, physical education and psychology. Leaders are taking steps to ensure that all students receive a more robust system of high-quality work experience. This is not the case currently.

## Full report

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

- Build on the strengths in teaching, by:
  - eradicating the few remaining inconsistencies in the quality of teaching, especially in modern foreign languages and science
  - ensuring that the most able pupils are always set challenging work in those few areas where variation remains
- Further improve the standard of education provided in the sixth form, by:
  - building on recent improvements of teaching in mathematics, physical education and psychology, so that students in these subjects routinely make the progress that they should
  - ensuring that all students access their full study programme entitlement, including relevant and high-quality work experience.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders have been effective in improving the quality of education provided by the school since the previous inspection. Consequently, this is now a good school where pupils are taught well, make good progress and are well prepared for their next steps in education and life.
- Senior leaders promote a strong and clear ethos which is understood and supported by all who are currently at the school. This is strongly focused on ensuring that pupils have high aspirations, self-belief, and the qualifications to succeed. Staff support the culture and expectation set by leaders, which recognises and supports their strengths, hard work and development and where complacency is not accepted.
- Leaders have a precise view of the school's strengths and priorities. They accurately judge the school's effectiveness, teaching and pupils' outcomes as being good overall. Leaders identify the few inconsistencies that remain in teaching and pupils' outcomes. This information is shared clearly with staff in all roles, so that they understand and act upon priorities consistently. This effective communication is a strength of the school's leadership.
- Senior leaders' plans to improve the standard of education at the school are sharply focused on key priorities. Leaders monitor and evaluate actions routinely and precisely. As a result, they identify and refine any actions that are not having the impact required. Plans are effective and have underpinned the school's improvement since the previous inspection.
- Senior leaders' work to improve teaching and pupils' progress since the previous inspection has been effective. Staff, including those who are newly or recently qualified, are positive about the training that they receive. They describe a strong and effective culture and system of professional development at the school. Teachers say that this secures improvement and strengthens consistency in teaching. This view is in line with inspectors' findings. Consequently, standards are regularly good with few remaining inconsistencies.
- Leaders use the pupil premium funding for disadvantaged pupils effectively. Their plans to ensure the good education of disadvantaged pupils ensure that these pupils attend school regularly and make good progress. Consequently, they move on to strong next steps in education or training.
- The funding for pupils who have special educational needs (SEN) and/or disabilities has a positive impact on their education. The support that these pupils receive is well matched to their specific requirements, including for those who have complex needs. They follow a broad and balanced curriculum, attend school regularly and make good progress.
- Leaders use the Year 7 catch-up funding effectively. Pupils receive a range of support measures, which match to their literacy and/or numeracy requirements. As a result, these pupils make good progress and most catch up with their peers. Inspectors listened to Year 7 pupils, who joined the school with lower than average reading levels, reading. These pupils read confidently and say that they enjoy reading.

- Leaders ensure that pupils have access to a broad and balanced curriculum which matches their interests and requirements. Pupils follow a range of academic, arts, technical and sporting subjects at key stage 3. The choices available to pupils at GCSE supports the academic aspirations of pupils and are designed to prepare them well for the next stage of their education. Pupils' options for GCSE include biology, chemistry, physics, art, and music, all of which are popular with pupils. Leaders are currently reviewing a curriculum decision whether pupils who speak English as an additional language at home, but attain strong outcomes in English, benefit from being entered for a further English for speakers of other languages qualification.
- Pupils value the broad range of cultural, creative and sporting activities that take place beyond lessons. These are routinely taught effectively, so pupils attend them regularly and perform to a high standard in these areas.
- School leaders plan, monitor and evaluate the teaching of pupils' social, moral, spiritual and cultural development, and fundamental British values, effectively. Consequently, the focus on this development is extended through assemblies, form time and across a wide range of lessons.
- Leadership of careers education, information, advice and guidance is effective. It supports leaders' plans to secure high aspirations for pupils. Accordingly, almost all pupils move on to education, employment or training. The impartial advice that leaders organise means that pupils move on to a range of post-16 destinations. Those who join the school's own sixth form understand that it has a strong academic focus and have made that choice in their best interests.

### **Governance of the school**

- Governance has improved since the previous inspection and it is now effective.
- Governors have responded positively to findings from the review of governance recommended at the previous inspection. They have undertaken training to improve their understanding of the measures which determine pupils' progress and to ensure that the challenge they provide senior leaders is effective. New governors, with a track record of strong educational leadership, have been sought and appointed. Consequently, those responsible for governance have been effective in raising educational standards at the school since the previous inspection.
- Governance has been strengthened by the recent appointments of new governors, who ensure that the responsibilities of the governing board are met. Governors manage the financial security of the school effectively and use funding to improve educational standards where they are most needed. For example, additional teachers with a track record of success have recently been appointed in science to further strengthen teaching in that area.
- Those responsible for governance set and promote the school's vision and ethos clearly and effectively. They provide a strong and supportive message to all staff. Aspirations for pupils are consistently high, and complacency is not tolerated. Consequently, pupils are valued and well cared for.

## Safeguarding

- The arrangements for safeguarding are effective.
- School leaders, including those responsible for governance, routinely promote and ensure pupils' safety and well-being. Accordingly, there is an effective culture of safeguarding at the school.
- Leaders maintain good-quality safeguarding records. There are systematic procedures for checking the backgrounds of staff when they are appointed.
- Staff, including non-teaching staff and those who are new to the school, are trained routinely and regularly in identifying potential risks to pupils. These include radicalisation, drug-related dangers, bullying and pupils' mental well-being. Consequently, staff are well-informed and vigilant. Concerns are reported and acted upon effectively.
- Inspectors made checks to ensure that the school site is secure. Robust fencing of the school's perimeter and electronic security gates are further supported by site surveillance cameras which are routinely monitored to ensure pupils' safety.
- School leaders work effectively with parents and carers and external agencies and act swiftly when required. Checks made by inspectors demonstrated that referrals are followed up in a robust manner and that record-keeping is good.
- Most pupils, parents and staff say that pupils are safe and well looked after. Pupils have a clear understanding of the risks which might affect them and how to keep safe, including e-safety. Pupils know who to report concerns to and how to do this. The school has filters in place to prevent inappropriate internet usage.
- The small number of pupils who attend alternative provision are kept safe through appropriate and regular checks on their attendance, behaviour and well-being.

## Quality of teaching, learning and assessment

**Good**

- Teaching has improved since the previous inspection. It is now good overall because of effective actions by leaders to gain consistency in approaches.
- Teaching is now regularly good in all year groups and most subjects. Strong teaching is consistent and secure in English, mathematics, geography, history and across a range of other subjects. Inconsistencies remain in modern foreign languages and science.
- Teachers have acted effectively upon the training that they have received since the last inspection. Assessment information is used more successfully to plan work at the correct level. This includes building on pupils' attainment in their tests at the end of key stage 2 as they started in Year 7. Consequently, pupils are engaged in their learning and make good progress because the work that they are set is challenging. Inconsistencies remain especially in providing enough challenge for most-able pupils.
- Teachers use questioning routinely to assess, secure and strengthen pupils' knowledge and understanding. Often teachers' questions provide a higher level of challenge for pupils, for example in English and mathematics. In these areas teachers regularly plan questions that provide opportunities for pupils to think and reason deeply. As a result, pupils respond with detail and articulacy and make strong progress.

- Leaders have introduced assessment systems which monitor and evaluate pupils' progress accurately. As a result, teachers are successful in spotting when pupils are falling behind. These pupils are supported quickly and effectively by leaders and teachers.
- Teachers use their strong subject knowledge to plan interesting activities that capture pupils' interest. They check pupils are clear about what they are learning and make it clear what they need to do to improve so that pupils learn from their misunderstandings.
- Leaders have acted effectively to improve pupils' literacy since the last inspection. Teachers ensure that pupils read regularly. They enjoy reading and most read at a standard in line with others at their age nationally. Many teachers plan opportunities for pupils to speak at length. Consequently, this aspect of their literacy is strong, and most pupils speak confidently and include detail. Teachers provide opportunities for pupils to routinely write at length. Pupils write well across a range of subjects. Teachers tackle any misconceptions that pupils have with spelling, punctuation and grammar effectively.
- Teachers routinely use school systems to ensure good standards of behaviour. Pupils take care over the presentation of their work, bring the correct equipment and have positive attitudes to learning.
- Teachers set homework regularly. School leaders check that it is of an appropriate standard and extends learning. Pupils and parents are positive about the homework that is provided for their children.
- School leaders provided inspectors with reports that they send home to parents. These documents contain useful information about pupils' recent outcomes, their next steps and how parents can support these.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- School leaders, including those responsible for governance, place great value on pupils' personal development and welfare. They routinely speak of the school's vision to educate pupils to become confident, happy and, 'well-rounded' individuals. These aims are reflected by pupils' experiences at school. They say that they are valued as individuals, respect others, and are well supported by staff. As a result, inspectors found that typically pupils are confident and self-aware, and consequently ready to learn effectively.
- Year 7 pupils who inspectors met to discuss their transition from primary school were positive about their experience. They said they are happy at school, are taught well, and they feel safe.
- Pupils agree with the view of school leaders that their physical and emotional well-being is supported effectively. For example, pupils value the investment in providing an attractive and high-quality canteen area for pupils. Healthy choices are promoted effectively and have a positive impact on pupils' diet. Pupils' emotional well-being is a

priority and the school employs a professional counsellor to support pupils. Pupils are aware of how to seek support for themselves or others. Leaders are vigilant in ensuring that pupils are safe and well cared for.

- Leaders are vigilant in ensuring that pupils are safe and well cared for. They take effective steps to teach pupils about how to protect themselves from online risks and radicalisation.
- Pupils learn about fundamental British values and other faiths and cultures. Pupils confirm leaders' view that racism or homophobia have no place at the school. They told inspectors that they respect differences and tolerate views that are different from their own.
- Pupils consider that bullying is increasingly rare at the school. When bullying does take place, pupils know how to report it and say it is dealt by school staff effectively.

## **Behaviour**

- The behaviour of pupils is good.
- Pupils' attendance is typically better than the national average. Pupils, including disadvantaged pupils and those who have SEN and/or disabilities, attend school regularly.
- Pupils have positive attitudes to learning and take pride in their work. Disruption to learning is rare and dealt with effectively by teachers. Pupils are confident and courteous, so their relationships with peers and staff are positive.
- Pupils' conduct around school is generally good. At break, lunchtime and change of lessons most pupils behave and move around the school in an orderly manner. They arrive punctually to school in the morning and to lessons. School leaders ensure that the school is well maintained. Consequently, pupils treat the school environment with respect.
- School leaders manage effectively the attendance, behaviour and safeguarding of the small number of pupils who attend alternative provision.

## **Outcomes for pupils**

**Good**

- Pupils' outcomes have improved since the previous inspection and are now good. Inspectors' analysis of pupils' work, including those pupils due to take their examinations in 2018, showed that current pupils' progress is good in English, mathematics and a range of other subjects. Pupils' outcomes in modern foreign languages and science are generally good, although school leaders accurately recognise that a few inconsistencies remain in these areas.
- Disadvantaged pupils routinely make good progress. Actions taken since the previous inspection have been effective. Work seen by inspectors shows that the differences between current disadvantaged pupils and others have diminished and disadvantaged pupils' outcomes are good across subjects and year groups.
- The outcomes of the most able pupils were lower than those of others nationally in 2017. Overall, these pupils now make good progress. There has been rapid improvement in English, where the most able now make strong progress. Despite this,



inconsistencies remain in a few areas where a lack of challenge slows learning.

- The progress of pupils who have SEN and/or disabilities is good. The support that leaders and staff provide is well matched to these pupils' needs, including for those who have more complex needs, so these pupils are routinely set work that challenges them. The outcomes of pupils who have SEN and/or disabilities are assessed, monitored and evaluated regularly. Leaders and teachers ensure that the progress these pupils make is in sharp focus.
- Year 7 pupils who joined the school with low starting points in literacy and/or numeracy make good progress. Leaders plan and use the additional funding provided effectively, so most of these pupils catch up with others.
- Leaders monitor the outcomes of the small number of pupils who follow alternative provision effectively. Outcomes are generally strong, so these pupils move on to next steps in further education, employment or training successfully.
- The proportion of pupils who progress to further education, employment or training is in line with the national average. Despite some most-able pupils not making strong progress in the past, most have attained the threshold qualifications required for further study. Consequently, they have been accepted for their preferred choices of next steps in further education, employment or training, including A-level courses.

### **16 to 19 study programmes**

### **Requires improvement**

- Leaders evaluate sixth-form provision accurately. Leadership has been less effective than in the rest of the school. Plans to improve standards in the sixth form since the previous inspection have been slower to improve teaching than has been the case in the rest of the school. Consequently, some students have not made the progress expected in some subjects. However, there are now clear signs that improvement in these areas is becoming more secure.
- All students that inspectors spoke to said that their decision to join the sixth form was a good one. Inspectors spoke to those who joined the sixth form from other schools, including girls, who currently comprise approximately 20% of the students at the sixth form. They were unanimous in their view that they make strong progress, are supported well and that they feel safe and are well prepared for adulthood. They spoke with confidence and enthusiasm and represented sixth form leaders' vision of aspiration and high standards.
- Outcomes are improving but progress is variable between subjects and for students with different abilities. Students who join the sixth form with high key stage 4 results make strong progress. Consequently, they attain the highest outcomes across a broad range of subjects. Leaders accurately identify that students with lower key stage 4 outcomes make less progress than they should in mathematics, physical education, and psychology. These three courses are popular choices with students. Outcomes in these areas are improving, especially for pupils with lower GCSE starting points, but they do not currently reach the consistently strong outcomes of other subjects.
- Overall, teaching is good in most A-level courses. Teachers generally have strong subject knowledge, which they use to plan work effectively, including for students who have high starting points. In mathematics, physical education, and psychology teaching is improving but is not yet good consistently. Recent improvements in these areas,



especially in teachers' subject and course knowledge, have led to stronger teaching. However, variability remains and some students in Year 13 have not overcome the slower progress that they made because of previous weaker teaching.

- The 16 to 19 study programmes need strengthening. All the students that inspectors spoke to were positive about their experience in the sixth form, the opportunities provided to support local and national charity organisations, and the preparation for their next steps in education and life. However, school leaders accurately say that there are key aspects of students' non-qualification activities which require improvement. These include plans to quickly establish a more robust system of high-quality work experience placements. Currently, these are not systematically in place for students, despite being part of their study programme entitlement.
- Currently, all students who join the sixth form already have a strong GCSE pass in English and mathematics.
- Students planning to join the sixth form receive high-quality and impartial advice. They are well informed about its academic ethos. As a result, few students do not complete the courses that they start, their attendance is high and their behaviour is good.
- Students are positive about the careers guidance that they receive. They say that it is well-planned, aspirational and a strength of the sixth form. Disadvantaged students and those who do not have a family tradition of university education are supported effectively. As a result, students routinely move on to a range of destinations which match their high aspirations and examination outcomes. For example, in 2017 all students moved on strong next steps and higher education. Almost half moved on to Russell Group universities.

## School details

Unique reference number	136273
Local authority	Tameside
Inspection number	10042447

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

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,086
Of which, number on roll in 16 to 19 study programmes	113
Appropriate authority	Board of trustees
Chair	Terence Hall
Headteacher/Principal/Teacher in charge	Jeanette Saw
Telephone number	0161 3362133
Website	<a href="http://www.audenshawschool.org.uk">www.audenshawschool.org.uk</a>
Email address	<a href="mailto:sawj@audenshaw.tameside.sch.uk">sawj@audenshaw.tameside.sch.uk</a>
Date of previous inspection	23–24 February 2016

## Information about this school

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 11.
- The proportion of disadvantaged students and those supported by the pupil premium funding is in line with the national average.
- The number of pupils who have SEN and/or disabilities supported by the school is well below the national average. The number of pupils who have a statement of special educational needs or an education, health and care plan is well below the national average.
- The school uses alternative provision for a small number of pupils at Tameside College.

## Information about this inspection

- Meetings took place with school leaders, teachers and those responsible for governance. A telephone conversation was held with the school improvement partner.
- Discussions were held with pupils to gather their views on issues including safeguarding, bullying, behaviour, teaching, careers guidance and the curriculum.
- Inspectors examined a range of supporting documentation such as the school's self-evaluation, the school's improvement plan, the school's assessment information, the school's pupil premium plan, minutes of governing body meetings, attendance and behaviour records and safeguarding documentation.
- Inspectors considered 110 responses to the Ofsted online parental questionnaire, 72 responses to the Ofsted online pupil questionnaire, and 87 responses to the Ofsted online staff questionnaire.
- Inspectors conducted learning walks and lesson observations across a range of subjects and year groups. They were accompanied by senior leaders on some of these lesson observations.
- Inspectors scrutinised the work in pupils' books by undertaking a work analysis with school leaders.

## Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Dawn Farrent	Ofsted Inspector
Deborah Bailey	Ofsted Inspector
Amanda Nicholson	Ofsted Inspector

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