

Inspection of a good school: Salford City Academy

Northfleet Road, Peel Green, Eccles, Manchester M30 7PQ

Inspection dates:

15 and 16 February 2022

Outcome

Salford City Academy continues to be a good school.

What is it like to attend this school?

Pupils at Salford City Academy said that they enjoy coming to school to learn. They feel happy and safe at school.

Leaders have high expectations of pupils' behaviour. Pupils behave well in lessons and around the school. They are polite, courteous and well-mannered.

Leaders do not tolerate any derogatory behaviour. Pupils respect each other's differences. They said that if bullying does happen, teachers respond quickly and resolve any issues effectively. Pupils are confident that staff will deal with any concerns that they have.

Leaders have ensured that pupils follow a suitably ambitious curriculum. Pupils benefit from studying a broad range of subjects. Leaders and staff expect pupils to achieve highly. Most pupils meet this expectation.

Pupils value the extensive programme of activities that leaders have put in place for them. Through this programme, pupils are given a wealth of opportunities to widen their horizons and deepen their understanding of the world. They take part enthusiastically in clubs and sports, including eco-council, badminton, debate and science clubs.

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

Leaders have made a number of positive changes since the previous inspection. This is especially the case in regard to pupils' behaviour. Many parents and carers are supportive of the school.

Leaders and governors ensure that all pupils follow a rich and varied curriculum, which has the English Baccalaureate suite of subjects at its heart. In most subjects, leaders have thought carefully about the knowledge that pupils should learn and the order in which this content is taught. Teachers use their expertise well. They design appropriate learning

activities that help pupils to remember essential knowledge. This ensures that lessons build on what pupils already know and can do.

In a small number of subjects, leaders' curriculum thinking is sometimes unclear. In these subjects, leaders have not ensured that teachers know which knowledge is most important. This affects how well teachers deliver the curriculum. Consequently, some pupils do not progress through the curriculum as well as they should.

Teachers ensure that pupils revisit their learning regularly. They use assessment strategies well to quickly identify and address any misconceptions that pupils may have. As a result, pupils know more and remember more of the curriculum.

Teachers accurately identify the needs of pupils with special educational needs and/or disabilities (SEND). Teachers are skilled at adapting the delivery of the curriculum. This enables pupils with SEND to learn the same ambitious curriculum as others. These pupils achieve well.

Leaders have a clear focus on developing pupils' reading and vocabulary knowledge. Pupils read regularly. Teachers emphasise the correct use of vocabulary to help pupils to construct detailed arguments and answers.

Leaders have implemented an effective programme to support pupils who are at the earliest stages of learning to read. These pupils quickly make gains in their reading knowledge. This helps these pupils to access the wider curriculum.

Pupils demonstrate consistently positive attitudes towards their learning. Pupils learn well in a calm environment with few interruptions.

Leaders have developed a strong programme to support pupils' wider personal development. Pupils make a valuable contribution to the life of the school. This is particularly evident in the work of the prefects. Pupils spoke highly of the rewards programme. Disadvantaged pupils, and those pupils with SEND, engage fully in all aspects of school life.

Pupils are confident when discussing issues relating to relationships and sex education. They have an age-appropriate understanding of healthy relationships. Teachers prepare pupils well for life in modern Britain. Pupils benefit from a well-designed careers programme.

Trustees and governors provide effective support for leaders. They continually challenge leaders to improve the quality of education for all pupils. Leaders take positive action to support the workload and well-being of staff. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong safeguarding culture throughout the school. They manage safeguarding referrals effectively. Leaders work well with a wide range of other agencies to provide timely support to pupils and their families.

Staff are vigilant. They are alert to any safeguarding concerns that pupils may have. Staff know how to identify those pupils who are at risk of neglect or sexual exploitation. They receive appropriate safeguarding training on a range of issues, including peer-on-peer abuse. Staff help pupils to reduce their risk of harm.

Pupils learn how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not ensured that teachers are clear about the most important knowledge that pupils need to learn. This means that, at times, teachers do not deliver the curriculum well. Some pupils do not gain a full understanding of the key knowledge that they need to progress through the curriculum. Leaders should ensure that teachers are clear about the knowledge that pupils should learn, to be ready for the next stage of their education.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in September 2015.

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	135071
Local authority	Salford
Inspection number	10199547
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	848
Appropriate authority	Board of trustees
Chair of governing body	Jenny Andrews
Principal	Melanie Haselden
Website	www.salfordcity-academy.org
Dates of previous inspection	22 and 23 September 2015, under section 5 of the Education Act 2005

Information about this school

- Salford City Academy is part of the United Learning Trust.
- The school closed its sixth form in September 2016.
- A new headteacher was appointed in April 2017.
- A small number of pupils attend alternative provision at three local providers.

Information about this inspection

- 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 that into account in their evaluation of the school.
- Inspectors held meetings with the regional director of the multi-academy trust and the chair of governors. Inspectors also met with the headteacher, the deputy headteacher, other senior leaders, subject leaders and the special educational needs coordinator.
- Inspectors carried out deep dives in science, English and geography. They visited a sample of lessons in these subjects, discussed the curriculum with subject leaders, reviewed pupils' work and held discussions with teachers and pupils.

- Inspectors spoke with pupils about their experiences of school and their views of behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors reviewed a wide range of documentary evidence, including leaders' self-evaluation and improvement plans. They also looked at the minutes of governing body meetings.
- An inspector looked at safeguarding policies and reviewed leaders' records of checks on the suitability of staff and governors. They met with the leaders who have overall responsibility for safeguarding. Inspectors spoke with staff and pupils about leaders' work to keep pupils safe.
- Inspectors considered the responses to Ofsted's online survey for staff and Ofsted's online survey for pupils.
- Inspectors also considered the responses to Ofsted Parent View. This included some free-text responses.

Inspection team

David Hampson, lead inspector

Ofsted Inspector

Geoff Baker

Ofsted Inspector

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