

# Inspection of E-ACT Royton and Crompton Academy

Blackshaw Lane, Royton, Oldham, Greater Manchester OL2 6NT

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Inspection dates: 22 and 23 November 2022 and 18 and 19 January 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

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

Pupils told inspectors that they like coming to this school. They feel happy and safe. They make friends easily and get along with each other. Pupils understand and respect the differences between people. Staff resolve any bullying incidents quickly.

Pupils behave well. They live up to leaders' high expectations for behaviour. Pupils stay focused in lessons and they enjoy each other's company during social times. Staff apply the systems for managing behaviour with care and kindness.

Leaders are determined that pupils are helped to overcome any barriers to learning that could prevent their future success. Pupils experience a suitably ambitious curriculum. However, in some subjects, this curriculum is not making enough of a difference to pupils' achievement. This is because some teachers do not deliver the subject curriculums consistently well.

Pupils' wider development is catered for well. They participate in a wide range of extra-curricular experiences that meet their needs and interests. For example, pupils enjoy being part of the eco-club, the rainbow group and numerous sports clubs. Pupils also take on a range of leadership roles.

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

The school is well led. Leaders have brought about much positive change at the school. They are determined to overcome any social disadvantage that could hold pupils back. Leaders are ambitious for pupils. There is a secure momentum of improvement. For example, leaders have ensured that the pupils study a broad and ambitious curriculum. This has led to almost half of the current Year 10 pupils studying the English Baccalaureate suite of subjects.

Leaders have worked closely with trust representatives to overhaul the subject curriculums across the school. In most subjects, leaders have carefully identified the key knowledge that pupils need to learn and the order in which it should be taught.

Most teachers have secure subject knowledge. However, the delivery of the curriculums is uneven across subjects. This is because some teachers do not choose the most appropriate activities to enable pupils to learn what they need to know. This hinders the achievement of some pupils, including those with special educational needs and/or disabilities (SEND). It prevents some pupils from building up a secure body of knowledge on which to base future learning.

In some subjects, teachers do not use assessment strategies effectively enough. They do not check carefully that pupils' prior learning is secure before moving on to new ideas and concepts. This results in some pupils developing misconceptions or gaps in their learning.

The needs of pupils with SEND are identified promptly and accurately. Staff help these pupils to enjoy school and to join in lessons with their peers. Leaders ensure that staff have the information that they need to support pupils with SEND. However, some teachers use this information better than others. As a result, some pupils with SEND do not progress through curriculums as well as they should.

Leaders systematically identify pupils who find reading more difficult. Staff provide effective support to help these pupils to catch up quickly. Leaders have ensured that teachers have the knowledge that they need to develop pupils' reading knowledge and vocabulary in their lessons. However, leaders' work to promote a love of reading is less advanced. Some pupils do not read widely and often.

Pupils are punctual to their lessons. They concentrate well and try their best in class. Many pupils attend school regularly. Leaders are working effectively with those pupils who do not attend school often enough to bring about improvement.

The programmes to support pupils' wider personal development are well established and effective. Pupils understand, and are well prepared to take part in, modern Britain. They learn what they need to know about respect and tolerance for the differences between themselves and others. They gain an understanding of healthy relationships, sexual consent and the harmful impact of sexual harassment and/or hurtful name calling. Pupils receive high-quality independent careers advice and guidance to help them make informed decisions about their next steps.

Trustees and members of the local governing body meet their statutory obligations. They hold school leaders to account for the quality of education that pupils receive. Staff recognise leaders' efforts to support their well-being and ensure that they have a reasonable workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders keep staff up to date with information about the dangers that pupils may face. Staff are quick to spot the signs that pupils may be at risk of harm. Staff report any concerns in a timely way. These concerns are acted upon promptly. Leaders ensure that pupils and their families swiftly get the help that they need.

Pupils learn about risks to their safety and how to spot and avoid them. They know how to seek help when they need it.

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

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

- Some teachers do not choose the most appropriate activities to deliver the knowledge that they want pupils to learn. This means that some pupils, including

pupils with SEND, are not able to deepen their knowledge. Leaders should ensure that teachers are trained to deliver the curriculums consistently well.

- Some teachers do not use assessment strategies well enough to check what pupils know or to identify any misconceptions. This means that some pupils move on to new learning before they are ready. This prevents some pupils from building up their knowledge as well as they could. Leaders should ensure that teachers check that pupils have learned the intended curriculum as well as they should.
- Leaders have not prioritised reading for pleasure. This means that some pupils do not read widely and often in order to be able to develop fluency, confidence and enjoyment in reading. Leaders should ensure that all pupils have the opportunity to read regularly.

## 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](#)' 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

<b>Unique reference number</b>	146316
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10244625
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1079
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jim Knight
<b>Headteacher</b>	Andrea Atkinson
<b>Website</b>	<a href="http://royton.crompton.e-act.org.uk">royton.crompton.e-act.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school converted to become an academy school in August 2018. When its predecessor school, Royton and Crompton School, was last inspected by Ofsted, it was judged to be inadequate and required special measures.
- The school joined the E-ACT multi-academy trust in September 2018.
- The current headteacher took up post in January 2019. A significant number of other senior and subject leaders have joined the school in recent years.
- The school meets the requirements of the Baker clause, which requires schools to provide information for pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- A small number of pupils attend alternative provision at four registered external providers and two unregistered providers.

## Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This inspection took place on 22 and 23 November 2022. An additional visit was made on 18 and 19 January 2023 to gather additional evidence.
- This was the first routine inspection that 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 spoke with the headteacher, other senior leaders, subject leaders, staff, the chief executive officer and other representatives of the trust and with the chair of trustees.
- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked pupils how they learn to keep themselves safe and what to do if they have any concerns. An inspector held a telephone call with a representative from an alternative provider.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation document and records of pupils' behaviour and attendance.
- Inspectors held discussions with staff and considered the responses to Ofsted's survey for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's survey for pupils.
- Inspectors considered the views of the parents and carers who responded to Ofsted Parent View. This included the free-text responses. Inspectors also considered the views of two parents who they spoke with on the telephone.
- Inspectors carried out deep dives in art and design, English, history, mathematics, physical education, science, geography and Spanish. In these subjects, inspectors met with subject leaders, considered subject curriculums, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.

## Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Phil Smith	Ofsted Inspector
David Roberts	Ofsted Inspector
Tracey Greenough	Ofsted Inspector
Alan Hammersley	Ofsted Inspector
Emma Gregory	His Majesty's Inspector
Ahmed Marikar, lead inspector	His Majesty's Inspector
Sally Timmons	His Majesty's Inspector

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