

St Anne's Academy

Hollin Lane, Middleton, Manchester, M24 6XN

Inspection dates 8–9 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- In the large majority of lessons teaching is good and some teaching is outstanding. This is having a positive impact on students' attainment and progress.
- Almost all students make good progress throughout the academy.
- The behaviour of students and their attitudes to learning are good. Students are polite and well-mannered to each other and to adults.
- This is a very inclusive academy. Every student is equally valued and well cared for through the academy's outstanding pastoral care systems.
- Students say they feel very safe and this view is supported by the vast majority of parents.
- The sixth form is good. Students make good progress and are well prepared for the next stage of their education, training or employment.
- The curriculum offers a good range of courses and opportunities that contributes well to students' spiritual, moral, social and cultural development.
- The quality of leadership from the academy's principal, senior leaders and governing body is good. They have a clear view of how successful the academy can be and have a clear focus on driving the continued improvement of teaching and the raising of students' achievement.

It is not yet an outstanding school because

- A few lessons require improvement and not enough teaching is outstanding.
- The marking of students' work does not always clearly inform students what they need to do to improve their work.
- There are too few opportunities for students to find out things for themselves.
- Students do not always take enough care and pride in their work in order to produce work that is well presented.

Information about this inspection

- Inspectors observed 37 lessons taught by 35 teachers. Two lessons were observed jointly with members of the senior leadership team.
- Inspectors looked closely at the academy's work, including the academy's analysis of how well it is doing and its improvement plan. The inspectors also looked at the academy's information on students' progress and students' work, documents relating to behaviour and safeguarding, and minutes of meetings of the governing body.
- Meetings were held with three groups of students, staff and four members of the governing body including representatives of the academy sponsors.
- Inspectors took account of the 28 responses from parents recorded in the online questionnaire (Parent View) together with the 88 responses to parents' surveys carried out by the academy, across three year groups, in January and March 2013.

Inspection team

Alan Parkinson, Lead inspector	Additional Inspector
Derek Davies	Additional Inspector
Steven Goldsmith	Additional Inspector
David Thompson	Additional Inspector

Full report

Information about this school

- St Anne's Academy is smaller than the average-sized secondary school. It became an academy in September 2007.
- The proportion of students known to be eligible for the pupil premium is well above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children of service families and those children that are looked after by the local authority.)
- The proportions of students from minority ethnic backgrounds and those who speak English as an additional language are below the national averages.
- The proportion of disabled students and those who have special educational needs supported through school action is well below the national average. The proportion of these supported through school action plus or with a statement of special educational needs is well above average.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The academy enters students for some GCSE examinations earlier than usual.
- The proportion of students that leave or join the academy at times other than the end of Year 11 or the start of Year 7 is well above the national average.
- The academy uses Hopwood Hall College and Prince's Trust to provide alternative off-site provision for some students.
- Following a complete new build of the academy, the academy moved into its new building in September 2010.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least consistently good and more lessons are outstanding in order to further increase the proportion of students making more than expected progress, particularly in English and mathematics, by:
 - providing more opportunities for students to take responsibility for their learning and to find out things for themselves
 - ensuring that students consistently receive clear and specific guidance from their teachers on what they need to do to improve their work
 - ensuring that teachers' high expectations require students to take care and pride in their work and always produce work to a high standard of presentation.

Inspection judgements

The achievement of pupils is good

- Students' attainment on entry to the school in Year 7 is well below the national average. However, as a result of good teaching students are currently making good progress. Although overall achievement is good, it is not yet outstanding. This because, although attainment is quickly improving, it is below the national average and not enough students make very rapid progress at this stage.
- Over the last three years the proportion of students achieving five or more GCSE passes at A* to C including English and mathematics has been variable. Although results improved in 2011, they dipped in 2012. This fall in 2012 was due to several factors out of the hands of the current school management. This includes the fact that these students experienced a curriculum that did not fully meet their needs when they were in Key Stage 3. The school has now rectified this and the current Year 11 and the year groups that follow them are now operating with higher standards of attainment in English and mathematics. For example, over half of the current year 11 are on track to gain a grade C and above in English and over half have already gained a grade C and above in mathematics. The academy's current data show that over half of the current Year 11 are on track to gain a grade C and above in both GCSE English and mathematics.
- This situation in 2012 was compounded by a large number of students that joined the academy during Year 11 with lower levels of attainment, with some having circumstances that made them vulnerable. When the school analysed the progress students made it was found that those students who had completed the whole of their secondary education in St Anne's Academy made at least expected progress during their school career and some made more than expected progress.
- The academy's strategy to enter students early for their GCSE English and mathematics examinations is encouraging students to achieve even higher grades by retaking the examinations at a later stage.
- Across Key Stages 3 and 4 students are making good progress in a wide range of lessons. For example, progress in English has improved because more curriculum time is being dedicated to English, and progress in mathematics has been boosted because the level of expertise amongst staff has been strengthened. Students are making good progress in other subjects such as Art and Physical Education.
- In 2012 students supported by the pupil premium, including those students who were known to be entitled to free school meals, achieved approximately one examination grade below all other students. However, due to the effective use of this funding to provide additional teaching resources, one-to-one tuition and small-group work to support the development of literacy and numeracy the attainment gap is closing swiftly in both English and mathematics.
- Students who are eligible for the Year 7 catch-up premium receive additional support to develop their literacy and numeracy skills. As a result, they make similar progress to that made by other students. The academy's reading programme in Years 7 and 8 is very effective and is helping to develop students' literacy skills well. This is helping to support their learning across a range of subjects. The communication course that is attended by students in Years 7 to 9 helps students to understand global issues. Their ability to speak out and to articulate their thoughts is challenged when they have to explain the choices they have made to others.
- Disabled pupils, those with special educational needs, those from minority ethnic backgrounds and those who speak English as an additional language are well supported in their learning, make good progress and achieve well. Students who join the academy at times other than the start of Year 7 also receive additional support to ensure that they settle in and achieve well, particularly those who are at risk of falling behind.
- The few students following courses in establishments away from the academy site receive good support and achieve well.
- Although students' attainment on entry to the sixth form is generally below national

comparisons, particularly for advanced level courses, they make good progress and students' attainment is improving.

The quality of teaching is good

- The very large majority of teaching is very well organised. Lessons are carefully planned and teachers make clear to students what they are going to learn. Teachers' good subject knowledge and their enthusiastic delivery usually engage students fully in their learning. Many teachers use effective questioning to encourage students to think for themselves and develop their understanding. In these lessons students are keen to learn and they make good progress.
- Teachers provide opportunities for students to work well together and to share and develop ideas. For example, in a Year 9 English lesson the passion and enthusiasm of the teacher inspired the students.
- Students say they are well taught in the vast majority of their lessons. They say that they know how well they are doing and get good support from their teachers. The good relationships between students and teachers, and between the students themselves, promote positive attitudes to learning and this helps to make learning enjoyable and effective.
- Teachers' high expectations do not always apply to the quality of students' written work. As a result, a minority of students do not always produce work that is presented to a high standard.
- In a few lessons, where teaching is less effective, teachers do not always provide enough opportunities for students to find things out for themselves. As a result, this does not enable students to fully develop their ability to learn by themselves.
- Some marking of students' work by teachers is good and provides students with clear, specific written comments that tell them what they need to do to improve further. However, this good practice is not consistently applied across all subject areas.
- Teaching assistants are used well in lessons and make a significant contribution to students' learning, particularly to support disabled students and those who have special educational needs. They help students to learn, develop skills and achieve well.

The behaviour and safety of pupils are good

- The vast majority of students behave well in lessons and around the academy. Students are polite and courteous to each other, staff and visitors.
- Students say 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. When any instances of bullying do occur they are quickly resolved. They know that discrimination of any kind is not tolerated. Parents support this viewpoint and also feel that students' behaviour over time is good.
- Students have a good understanding of how to keep themselves safe, for example, by learning about the dangers of drugs and alcohol, and how to use the internet safely.
- The academy's pastoral care system is outstanding and is valued by both students and parents. The academy has established effective partnerships with parents and external agencies that enable appropriate support to be given when problems arise for students whose circumstances make them vulnerable. This support also extends to the family in order to enable them to engage more effectively with their child's learning. This demonstrates the academy's commitment to offering all its students equal opportunities to be successful.
- The academy provides opportunities for students to develop as responsible individuals by taking on positions of responsibility such as those of prefects, supporting staff on duty at break and lunchtime, or members of the student council.
- Students are also active in raising funds for organisations such as cancer charities, and work to provide a Christmas meal for the homeless. This enables them to develop as responsible

individuals and make a significant contribution to the academy community.

- Over the last three years attendance has continued to improve and is now close to the national average. The academy has successfully implemented strategies to reduce the number of persistent absences. Punctuality has also improved since the previous inspection.

The leadership and management are good

- The principal, senior leaders and governing body have accurately identified the academy's strengths and areas for further improvement, and demonstrate a passion and commitment to improving teaching and raising standards further that are clearly having a positive effect on outcomes for students.
- There is, rightly, a strong focus on improving the quality of teaching and learning. The recent approaches that have been robustly implemented are successfully improving the quality of teaching and resulting in an upward trend in attainment and achievement. This shows that leaders and managers have the capacity, skills and determination to continue to raise standards and improve students' achievement further.
- The academy's systems for observing lessons and checking the quality of teaching and its impact on students' learning are good and provide teachers with accurate feedback on their performance. This information is used well to provide a relevant programme of staff training and to ensure that teacher's pay awards are linked to their performance.
- The curriculum has been substantially improved in recent years. It is carefully planned and offers students a good range of courses and opportunities that meet their needs and interests well. As such, it prepares students well for the next stage of their education, training or employment. Year 11 students support this view and say they feel well informed about the options they have for what they want to do next.
- The academy makes very good use of alternative provision for some students to provide appropriate courses and work placements that enable them to be better prepared for life beyond school. This supports the academy's aim of providing equal opportunities for learning and success for all students. The attendance of students on college courses and work placements is good and the school takes all reasonable steps to ensure they behave well and are safe.
- The academy's wide range of enrichment activities such as theatre trips, visits to Liverpool Slavery Museum and Chester Zoo provide students with opportunities and experiences to develop their personal and academic skills. Students are currently raising funds for the annual pilgrimage to Taize, France. These activities, together with the academy's strong links with the local community, contribute well to students' spiritual, moral, social and cultural development.
- The academy receives very effective support and advice from its sponsors and other external advisers on teaching and learning, curriculum development and training for governors.
- **The governance of the school:**
 - The governing body provides good support and challenge to senior leaders and managers. Governors have a good understanding of the academy's performance over time and know the strengths of the academy. They have an accurate perception of what needs to be done to improve the school further because of their understanding of data. They give appropriate attention to performance management and to the connection between the quality of work that staff do and the arrangements for pay progression. They have a good understanding of the school's finances including the allocation of pupil premium funding to provide additional support and a range of activities and opportunities to develop the literacy and numeracy skills of those students at risk of falling behind. Safeguarding policies and procedures 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	135313
Local authority	Rochdale
Inspection number	412537

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

Type of school	Academy sponsor-led
School category	Voluntary controlled
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	661
Of which, number on roll in sixth form	84
Appropriate authority	The governing body
Chair	Terry Linden
Principal	Caroline Preece
Date of previous school inspection	12 May 2010
Telephone number	0161 643 2643
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