

St Anne's Church of England Academy

Hollin Lane, Middleton, Manchester M24 6XN

Inspection dates

28–29 November 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Outcomes for pupils require improvement because not enough pupils are making good progress in English and geography.
- Teaching is not yet consistently strong enough across all subjects to ensure that all groups of pupils make good progress. Some teachers' expectations of what pupils can achieve are not high enough.
- Teachers do not routinely stretch and challenge pupils of all abilities to deepen their knowledge, skills and understanding.
- Outcomes for students in the sixth form are below average in academic subjects and some do not make the progress they should. Retention rates are below average. Leaders are addressing these issues. The personal development of sixth-form students is good.

The school has the following strengths

- The school is improving. Self-evaluation is accurate and honest and has helped build strong capacity for improvement.
- The principal and senior vice-principal lead with drive and determination and have already brought about considerable improvement since the previous inspection.
- Measures to improve teaching have been successful, particularly in mathematics and science. Current pupils make better progress because of this.
- Leaders and staff work hard to promote pupils' personal development. Pupils know their voice is heard.
- The school provides excellent pastoral care for pupils facing challenging circumstances.
- Pupils' conduct around the school is calm and orderly. Most parents and staff agree that behaviour is improving and is good. Pupils feel safe.
- The curriculum provides well for pupils, offering a wide range of opportunities and it is regularly adjusted to suit the needs of pupils and students.
- The academy trust and governing body provide highly effective challenge and support. They are ambitious for the school and rigorously hold leaders to account.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that all teaching is consistently good by:
 - planning for the progress of all pupils from all their different starting points
 - ensuring that time is used productively in all lessons and particularly in English.

- Improve outcomes for students in the sixth form by:
 - improving the progress of the most able learners following academic courses
 - improving retention rates so that more students complete their programmes of study.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders, governors and the trust have taken decisive action to improve the school. They have an accurate understanding of the quality of education provided and know what is still needed for the school to be judged good.
- The principal and senior leadership team have already brought about considerable improvement in all aspects of the school. This is evident in the much stronger teaching and improving outcomes seen in mathematics and science, good behaviour and a vibrant curriculum.
- The leadership of teaching, learning and assessment has successfully improved many aspects of teaching practice, such as the quality of teachers' questioning and the pace of many lessons. Outcomes have been slow to improve after a legacy of poor teaching but this is being addressed.
- No-notice work scrutiny has enabled leaders to check on teaching and learning and identify areas for development. Teaching is improving but there remain a number of inconsistencies, notably in English and geography.
- Subject leaders are effective in managing and improving their areas of responsibility. The school expects to have a new associate leader for the English department in post in January.
- Performance management systems ensure that staff are held accountable for pupil outcomes. This is supporting improvement in outcomes as well as driving forward improvements in teaching. Staff who do not improve do not move up the pay scale and support is put in place.
- The effectiveness of education for pupils who have special educational needs (SEN) and/or disabilities is good. The coordinator manages an effective team of teaching assistants who are trained in different specialist areas. As a result, these pupils make good progress overall. The leader is committed to the success of these pupils and aims to raise their aspirations, boost their self-confidence and ensure that they become good citizens.
- Pastoral care is excellent, particularly for pupils whose circumstances make them vulnerable. Case studies shown to inspectors indicate very good practice and staff who are committed and vigilant.
- Funding for disadvantaged pupils is used effectively. In 2016, there was little or no gap in the achievement of these pupils with others in the school. However, the gap widened in 2017 because other pupils in school achieved well. As a result of this, governors have commissioned a review of how this funding is spent in order to identify how improvements can be made.
- Catch-up funding to support pupils who are not yet ready for secondary school is used in Years 7 and 8 to increase their reading skills and to help to improve standards in reading across the school.
- The curriculum is broad and balanced and does not restrict choice. In key stage 3, pupils study either Spanish or French and in key stage 4 an increasing proportion of

pupils are studying three separate sciences. The number of pupils entering for the EBacc qualification is increasing. Personal, social, health and citizenship education and careers guidance are effective. There is an increasing emphasis on mental health and mindfulness which is helping pupils to build resilience. An external careers adviser is in school weekly and all pupils in Year 10 complete work experience. The school has gained an award for the quality of its work in careers guidance.

- Pupils' spiritual, social, moral and cultural development is fostered through all areas of the curriculum and supported by the strong faith ethos of the school. Pupils enjoy raising funds for local 'love thy neighbour' charities and the Middleton food bank, among others. The great majority of pupils are tolerant and respectful and have a good understanding and appreciation of fundamental British values.
- The parents who responded to the Ofsted questionnaire were enthusiastic about the school, the care taken of their children and the progress they were making. The few concerns raised were followed up during the inspection.
- School leaders have used support from a nearby outstanding school to good effect in helping to sustain improvements in teaching, learning and assessment.

Governance of the school

- Governance of the school is good.
- Governors are ambitious to see the school improve further and have an accurate overview of what needs to be done to achieve this.
- Governors keep in touch with the local community and are responsive to parental concerns.
- Governors value the sixth form as an integral part of the school and are aware of its weaker aspects. They take a long-term view that as the school improves and standards rise, the sixth form will become stronger.
- Governors hold leaders rigorously to account and constantly challenge them to do better.

Safeguarding

- The arrangements for safeguarding are effective.
- All aspects of safeguarding policy and practice are secure.
- The designated safeguarding lead has long, rich and varied experience in child protection and is well supported by other key personnel in school and by Rochdale safeguarding board.
- A culture of vigilant care is fostered by all staff across the school. As a result, pupils feel safe and well looked after.

Quality of teaching, learning and assessment

Requires improvement

- Teaching and learning are not yet good because, although leaders are correctly identifying areas for development, teaching is not consistently good across the

curriculum. Teaching is not yet leading to consistently good pupil outcomes in all year groups and in all subjects. Teaching has improved in mathematics, science and history, but not in English and geography.

- In some lessons, the pace is slow, there is a lack of a sense of urgency so that pupils are lethargic in their approach and progress is limited. Sometimes pupils are not clear about what they are to do and how they will know when they have succeeded. Time is therefore lost.
- Teachers are now expecting much more of their pupils and the level of challenge for the most able pupils is effective. However, there are missed opportunities to raise the level of challenge for pupils of middle and lower abilities.
- Where leaders have focused on certain aspects for improvement, for example questioning, the impact has been evident when observing learning. Teachers identify misconceptions and clarify new ideas and concepts so that progress is supported.
- In areas where teaching has improved strongly, there are clearly established routines which support positive behaviour for learning.
- Teaching is good in a range of subjects, including Spanish, photography, hospitality and catering, physical education, art and performing arts.
- In many subjects, there is a good focus on training pupils in examination technique.
- Most departments support the school's strategy to improve literacy across all subjects.
- Teaching assistants support learning well and provide effective challenge for pupils who have SEN and/or disabilities.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Many pupils are confident and self-assured. They are proud of their school, wear their uniform with pride and respect the fabric of the school and attractive learning environment.
- Inspectors saw positive attitudes to learning across all year groups and in a wide range of subjects. Pupils arrive prepared for lessons and ready to learn. They show respect and tolerance for the views of others and listen with attention.
- Pupils confirm that they feel safe in school and free from bullying. They trust the staff to deal quickly with any bullying that occurs. They understand how to keep safe, including when using the internet and social media. They say that derogatory and aggressive language is always challenged by teachers and is not acceptable.
- The vast majority of pupils feel that teachers care about them and put real effort into helping them.
- The school's strong, open, tolerant and welcoming Christian values underpin the ethos of the school to which pupils willingly respond.
- Pupils value the fact that their voice is heard through the school council and through

suggestion boxes placed in communal areas. Recently, they have influenced decisions about uniform and rewards for attendance.

Behaviour

- The behaviour of pupils is good.
- The behaviour policy is well embedded and effective. Pupils know what is expected of them and most behave well.
- Attendance is broadly in line with the national average, but slightly below for disadvantaged pupils. The proportion of pupils who are persistently absent is higher than average, but is reducing over time as a result of the school's actions.
- The rate of exclusions is higher than average but is decreasing. The school is able to demonstrate many strategies to tackle poor behaviour from a small minority.
- The rewards and sanctions system works well and is embedded in school routine.
- The very small number of pupils who attend part-time alternative provision are well looked after. Their behaviour and attendance are good.

Outcomes for pupils

Requires improvement

- Outcomes require improvement because, although achievement is rising, progress across the school is inconsistent, and was weak in 2017, particularly in English and geography. The rate of progress for current pupils is improving but is not yet good.
- Detailed information supplied by the school shows that attainment improved for Year 11 pupils in 2017 in 14 out of 16 subjects. Attainment improved considerably in mathematics and science. In 13 out of 16 subjects, the rate of pupils' progress improved and the proportion of pupils gaining good passes in both English and mathematics at GCSE rose from 40% in 2016 to 48% in 2017.
- There was a steady increase in the number of pupils gaining A* and A grade passes which has improved from 4% at the time of the previous inspection to 15% in 2017.
- The number of pupils achieving the EBacc qualification is improving but is still well below the national figure.
- Pupils in Year 11 in 2017 recorded positive, better than average progress in additional science, Spanish, photography, hospitality and catering, sport studies, health and social care, information technology, art and design, and in the performing arts.
- The school is working successfully to improve outcomes for pupils at key stage 3. Current information shows much stronger progress is being made by pupils in Years 7, 8 and 9. Pupils are tackling more challenging mathematics and so laying down stronger foundations for GCSE in key stage 4. More pupils are taking three sciences in Years 9 and 10.
- Lower levels of literacy for many pupils impede progress. The school is working to improve literacy across all classes, including Years 9 and 10.
- The most able pupils are now being challenged successfully so that they are making stronger progress. The impact of this is seen in the improving rate of Year 11 pupils

gaining the highest grades at GCSE.

- Pupils with lower and middle starting points have also increased their rates of progress.
- Progress has improved for boys in 2017 so that they are now achieving broadly in line with girls.
- Progress improved slightly for disadvantaged pupils in 2017. In 2016, the gap between their achievement and others was minimal, but widened in 2017. School monitoring indicates that the gap is already narrowing again in the current academic year. Nevertheless, governors have commissioned a review of how pupil premium funding is used to ensure better outcomes for disadvantaged pupils.
- Pupils who have SEN and/or disabilities achieved well in 2016 and 2017. Across the school, in all classes, they are well supported and their attainment is rising.
- The improving outcomes mean that, currently, pupils are much better prepared for the next stage of their education. In 2017, virtually all pupils leaving Year 11 went on to further education, training or employment.

16 to 19 study programmes

Requires improvement

- Students achieve well in applied general courses, but the progress and attainment of those studying academic courses are weak. Progress in academic courses improved in 2017 but is below the national average. Few students gained the highest grades.
- Retention rates are well below average at 79%. Some students leave the sixth form because a suitable work opportunity has arisen. Others decide to change courses or move to college. Leaders work hard to support students to make well-thought-through choices about which options to take.
- Teaching requires improvement because some staff are less experienced in teaching small groups which can often include students with a very wide range of ability. This can occasionally slow the progress of most-able students. However, there is also evidence of effective and challenging teaching in subjects such as psychology.
- The sixth form meets the requirements of 16 to 19 study programmes and the interim minimum standards.
- Outcomes for students resitting GCSE English and/or mathematics in the sixth form show a marked improvement and progress in these subjects is above average.
- The curriculum is narrow but is flexible and organised each year to meet the needs and requests of students. Most students join the sixth form with prior attainment that is below average. The sixth form plays a valuable role in providing opportunities for those few students who at the end of Year 11 are not yet ready for college, training or employment. There is no gap in the achievement of disadvantaged students and others in the sixth form.
- Students following applied general courses achieve well. There are strengths in performing arts, photography and graphics. Students following a Year 12 performing arts course demonstrated a highly professional approach as they conducted a production meeting for their current project. They are producing a performance of 'Sleeping Beauty' which will be open to the public. They have managed the entire

process from early auditions to public performance.

- Leaders have developed a much stronger monitoring system that is improving achievement, progress, teaching, learning and assessment. However, individual study programmes can be further developed to prepare students for the next stage of their education. All students in Year 12 complete work experience.
- Students report that they enjoy learning in the sixth form because they feel that they are treated as adults. They feel well supported in their studies. They appreciate the help they receive in writing applications and the opportunities provided to visit university and college open days. Enrichment opportunities include safe driving courses, student finance presentations and charity work. Students contribute to the rest of the school through mentoring younger pupils and taking on responsibility as school prefects.
- Pastoral care for vulnerable students is effective. It allows them to achieve, often despite complex family and personal circumstances.
- Careers information and guidance are successful in helping students to go on to their next destinations such as apprenticeships, college or further education. There is a steady increase in the number of students going on to university. Over half of students in 2017 were successful in gaining a place at their first choice university. The number of students not in education or training is very small.

School details

Unique reference number	135313
Local authority	Rochdale
Inspection number	10036768

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

Type of school	Secondary
School category	Voluntary controlled
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	702
Of which, number on roll in 16 to 19 study programmes	67
Appropriate authority	Board of trustees
Chair	Revd Karen Smeeton
Principal	Caroline Preece
Telephone number	0161 643 2643
Website	www.stannesacademy.org.uk/
Email address	caroline.preece@stannesacademy.org.uk
Date of previous inspection	17–18 November 2015

Information about this school

- The school complies with Department for Education guidance on what academies should publish.
- The school meets requirements on the publication of specified information on its website.
- St Anne's Church of England Academy is smaller than the average-sized secondary school with a small sixth form.
- The school is sponsored jointly by the Diocese of Manchester and Crosslands.
- Most of the pupils are of White British backgrounds.

- The proportion of disadvantaged pupils is high and includes well over half of the pupils on roll.
- The proportion of pupils supported by the school who have SEN and/or disabilities is above average. The proportion with a statement of special educational needs or an education, health and care plan is average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- At the time of the inspection a very small number of pupils were attending part-time alternative provision at The Prince's Trust, Bury.

Information about this inspection

- Inspectors observed learning across a range of subjects and year groups. Some of these observations were carried out jointly with senior leaders.
- They scrutinised pupils' work to observe learning over time and spoke to groups of pupils about their experience of school and their progress, both in formal meetings and informally at breaktimes and lunchtimes. They also took account of the 19 responses to Ofsted's online pupil questionnaire.
- Inspectors visited form time, registration sessions and one assembly.
- Inspectors met with senior leaders, five governors, including three diocesan governors and the chair of governors, groups of subject leaders and pastoral leaders. Meetings were also held with the special educational needs coordinator and those responsible for safeguarding.
- A phone call was held with a representative from the alternative provider.
- Inspectors observed the work of the school and reviewed documents, such as the school's analysis of strengths and weaknesses; planning and monitoring documentation; records relating to attendance and behaviour; school policies; reports to the governing body; and information of pupils' progress and attainment in different subjects.
- The 37 responses submitted by parents to Ofsted's online questionnaire, Parent View, were taken into account. This included 24 free-text responses made by parents.
- The views of staff were gained from discussions and from the 47 responses to the Ofsted questionnaire.

Inspection team

Judith Straw, lead inspector	Ofsted Inspector
David Roberts	Ofsted Inspector
Emma Gregory	Her Majesty's Inspector
Osama Abdul Rahim	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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