

Heaton Manor School

Inspection report

Unique Reference Number	108531
Local Authority	Newcastle Upon Tyne
Inspection number	356379
Inspection dates	10–11 May 2011
Reporting inspector	Paul Hancock HMI

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

Type of school	Secondary
School category	Community
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	1898
Of which, number on roll in the sixth form	392
Appropriate authority	The governing body
Chair	Mrs Sheila Ross
Headteacher	Mrs Lynne Ackland
Date of previous school inspection	19 September 2007
School address	Jesmond Park West Newcastle-upon-Tyne Tyne and Wear NE7 7DP
Telephone number	0191 281 8486
Fax number	0191 281 0381
Email address	admin@heatonmanor.net

Age group	11–18
Inspection dates	10–11 May 2011
Inspection number	356379

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. They observed teaching and learning in 37 part-lessons which involved a total of 37 teachers and held meetings with members of the governing body and staff. The inspectors met and talked with students in lessons and around the school. They observed the school's work and looked at 430 questionnaires completed by parents and carers and others from students and staff. Students' work and school documentation, such as safeguarding information and records of students' progress, were examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How far the school has improved since the previous inspection.
- Improvement in the achievement of all students, particularly boys and girls at lower levels, those known to be eligible for free school meals, and students with special educational needs.
- Students' behaviour in lessons and around the school.
- The extent of improvement in the quality of teaching.

Information about the school

Heaton Manor is a large secondary school which has specialist status in mathematics and computing. The proportion of students with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. The proportion who speak English as an additional language or from minority ethnic groups is close to average. The number of students who are known to be eligible for free school meals is average. A new headteacher and senior leadership team were appointed in 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Heaton Manor is a good school which has significantly improved since the last inspection. Achievement and attainment are rising, for example GCSE A* to C results improved from 67% in 2008 to 87% in 2010. Results, including English and mathematics, exceeded statutory targets and were significantly above the national average. The changes made by the school, such as appointing a new headteacher and senior management team, are making a strong impact and ensuring the school continues to move forward. The headteacher with the support of the governing body has created a clear vision and ensured leadership at all levels has good capacity to make improvements and make sure leaders are held to account. Areas for improvement are well known and capacity to improve is good. Governance is good and school improvement is driven by good leadership and management. Self-evaluation is accurate and systems for monitoring and evaluating the school's work are more effective. Specialist status has helped to sustain provision and the school is on track to meet and exceed challenging targets this year.

Learning and progress are good as a result of effective action to improve the achievement of all students especially boys and girls working at lower levels, students who are known to be eligible for free school meals, and those with special educational needs and/or disabilities. Teaching and assessment practice are good and the school is right in their ambition to raise the proportion of good and better teaching even more. Teaching is less successful when activities are insufficiently well matched to challenge every student in a class. A new system to track students' progress is working well and helping teachers to plan individual learning more effectively. Behaviour has improved and is good as a result of higher quality leadership, management, and teaching.

The quality of learning is enhanced by good attendance, care, guidance and support. Students' sense of spiritual, moral, social and cultural responsibility is well developed and the extent to which students adopt healthy lifestyles is good. The school strategy to promote community cohesion is satisfactory and there is capacity to make further improvement. There are good safeguarding procedures in place and partnerships to promote learning are strong. Equality of opportunity is promoted well and relationships with parents and carers are good. The local community makes a positive contribution to a rapidly developing curriculum.

What does the school need to do to improve further?

- Raise the proportion of good and better teaching by:
 - ensuring students are always fully challenged in every lesson
 - sharing best teaching and assessment practice.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Improve the school's strategy to promote community cohesion by evaluating the impact of involvement with local, national and international communities more fully.

Outcomes for individuals and groups of pupils

2

Students have positive attitudes to learning and listen carefully to teachers when their interest is captured. They ask questions when they do not understand and are keen to succeed. For example, in a Year 10 history lesson on The Cold War, the pace of learning was rapid in a positive and purposeful atmosphere. All students were engaged throughout and were keen to reach their targets. The recent improvement in students' behaviour is enhancing the climate for learning in lessons and senior leaders are taking effective action to ensure high quality learning is always consistently delivered.

Attainment is above average from broadly average starting points for most students. GCSE A* to C results including English and mathematics in 2010 were 62% compared with 54% nationally. Different groups of students make good progress, including boys and girls who are working at lower levels and those with special education needs and and/or disabilities. Students have a good understanding of issues related to their safety and the above average attendance contributes to the positive climate for learning. Their sense of spiritual, moral, and social and cultural responsibility is well developed. They understand what constitutes a healthy diet and lifestyle and participation levels in a range of sports activities are high. Students make a good contribution to school and community life, for example, the school has two members of the National Youth Parliament. Preparation for future lives and understanding of the world of work is good and exemplified through work experience in Year 10.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching has significantly improved in the last two years and recent gains in attainment and achievement are the result of a higher proportion of good and better teaching. Teachers have good subject knowledge and the best teaching tailors work to individual need and uses well-established routines. The teaching is less successful when activities are insufficiently well matched to challenge and meet the needs of individuals and different groups of students in a class. The school is sharing best practice to further speed up the pace of learning and raise achievement.

Teachers are checking students' progress more frequently and good assessment practice is continuing to improve. The school knows that more consistent feedback on how students can improve their work is an important priority to further raising attainment and achievement. Students settle in quickly in their first year as a result of the good transfer arrangements. Effective work with partners to support learning is a strong feature of the good care, guidance and support. The specialist status of the school enriches the good curriculum, which is increasingly tailored to students' needs and interests. The curriculum is enhanced by a wide range of activities. Good partnerships with local providers help the school to provide for students who need extra support.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Highly effective leadership by the new headteacher has rapidly improved the school in the last two years. The impact can be seen in higher quality leadership and management at all levels and capacity to improve is good. The requirements to continue the upward trend of school improvement are fully understood and self-evaluation is accurate. The governing body is very well informed and takes robust action to evaluate and hold the school to account.

The good safeguarding and vetting procedures for adults working in school and for the identification and support of students who are most at risk pervade all aspects of the school's work. The school's promotion of community cohesion is satisfactory because the impact of involvement with local, national and international communities needs to be evaluated more fully. This is addressed in the most recent development plan. Equality of opportunity is well promoted and all forms of discrimination are tackled. Resources are effectively used to provide good value for money. Good engagement with parents and carers takes their views into account and work with a wide range of partners promotes learning well.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

The sixth form provides a good education for students. They achieve well, progress is good given their starting points in Year 12, and success rates are above average. Good teaching successfully involves students in work which is based on their previous learning. Teachers' good subject knowledge inspires and motivates students and progress is rigorously assessed. Detailed feedback is provided on how students can aim higher and exceed their target grades.

Communication between students, parents and carers is good. The care and support enjoyed by students is valued and they are guided well. The curriculum is good at meeting aspirations and interests and provides an appropriate balance between academic and vocational courses. Students develop into mature young people who make a good contribution to the school and to the wider community. Good leadership and management of the sixth form are continuing to improve the provision.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account: Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers

The response from the very large majority of parents and carers who returned the questionnaire agreed the school is well led and managed and keeps their children safe. They were pleased with their children's experience in the school, and said their children enjoyed school and received good teaching. The concerns reported by parents and carers were investigated during the inspection and evidence confirmed the school is taking effective action, for example, behaviour has recently improved. Almost a quarter of respondents considered that the school does not help their children to live a healthy lifestyle. Discussions with students revealed that they have a good understanding of how to keep fit and healthy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Heaton Manor School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 430 completed questionnaires by the end of the on-site inspection. In total, there are 1898 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	106	25	280	65	31	7	11	3
The school keeps my child safe	90	21	304	71	22	5	6	1
My school informs me about my child's progress	145	34	243	57	26	6	5	1
My child is making enough progress at this school	107	25	264	61	41	10	8	2
The teaching is good at this school	79	18	288	67	41	10	5	1
The school helps me to support my child's learning	64	15	256	60	79	18	11	3
The school helps my child to have a healthy lifestyle	39	9	273	63	92	21	12	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	77	18	273	63	32	7	10	2
The school meets my child's particular needs	76	18	292	68	34	8	8	2
The school deals effectively with unacceptable behaviour	64	15	250	58	73	17	16	4
The school takes account of my suggestions and concerns	58	13	288	67	42	10	8	2
The school is led and managed effectively	92	21	277	64	34	8	6	1
Overall, I am happy with my child's experience at this school	107	25	274	64	30	7	8	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 May 2011

Dear Students,

Inspection of Heaton Manor School, Newcastle-upon-Tyne NE7 7DP

Thank you for all your help when I inspected the school with my colleagues. Please would you pass on my thanks to your parents and carers for returning the questionnaires and say we took all their views into account. I thought you might like to know what we found about your school.

- Heaton Manor is a good school which has significantly improved in the last two years.
- Examination results are above average.
- The quality of teaching is good.
- You feel safe and the care, guidance and support you receive are good.
- Senior leaders and the governing body are making the right improvements to help you achieve even more.

Your teachers and the staff want to make the school even better. To help them do this, we have asked if they would:

- raise the proportion of good and better teaching
- ensure the school's strategy to promote community cohesion is good.

I know the staff would appreciate your help and I wish you every success in all you do in the future.

Yours sincerely,

Paul Hancock

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.