

Heaton Manor School

Jesmond Park West, Newcastle-upon-Tyne, Tyne and Wear, NE7 7DP

Inspection dates 15–16 October 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.

- The headteacher, well supported by the governors and senior leaders, has successfully tackled weaknesses in teaching and in the leadership of faculty and subject departments. Consequently, students' achievement has risen and the quality of teaching has improved.
- Students achieve above average results in examinations at the end of Year 11. Standards in mathematics have risen markedly in 2013 and students' progress compares favourably to that found nationally.
- Teaching is good. Most lessons interest students and provide them with challenging tasks that they enjoy and which develop their skills and knowledge well.
- The sixth form is good. Sixth form students achieve well and gain the examination grades and skills required for a university place or for the world of work.
- Students say they feel safe in school. Most behave well and have good attitudes to learning.
- The specially resourced provision for hearing impaired students is good and enables them to make good progress in their learning.
- Governors, leaders and managers understand the school's strengths and weaknesses and have a clear insight into how it can be improved further. Consequently, the school has the capacity to both sustain and build upon its present successes.

It is not yet an outstanding school because

- A very small proportion of teaching still requires improvement. Work is not always matched closely enough to the needs of all students and marking does not always give them enough guidance on how to improve their work.
- Although this is narrowing rapidly, a gap remains between the achievement of students supported by the pupil premium and those who are not.
- Attendance, although improving, remains average. Working even more closely with parents to improve this is a school priority.

Information about this inspection

- Inspectors observed 59 lessons. The headteacher and lead inspector made several shorter visits to classrooms. Inspectors listened to students read.
- Discussions were held with students, staff, a representative of the local authority and governors.
- Inspectors observed the school's work and looked at students' books, progress data, safeguarding information and other documentation.
- Sixty responses to the on-line questionnaire, (Parent View), were considered, as well as those from the school's own parental surveys and from school staff.

Inspection team

Ann Ashdown, Lead inspector	Additional Inspector
Julie Rimmer	Additional Inspector
Andrew Williams	Additional Inspector
Christine Kennedy	Additional Inspector
David Bridgewater	Additional Inspector
Frank Cain	Additional Inspector

Full report

Information about this school

- This is a well above average sized secondary school.
- The proportion of students known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, for students known to be eligible for free school meals and those from service families, is above average.
- An above average proportion of students are from minority ethnic backgrounds, and a similar proportion speaks English as an additional language.
- The proportion of disabled students and those with special educational needs who are supported at school action is average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.
- The school has specialist status in mathematics and computing.
- Seven Year 12 and Year 13 students attend GCE A Level courses at Benfield School.
- The school has specially resourced provision for a maximum of 12 students with hearing impairments.
- The on-site provision for childcare, 'Heaton Manor School Playgroup' is subject to a separate inspection and its report is posted on the Ofsted website.
- Six students attend alternative off-site provision at the Bridges Hospital School.

What does the school need to do to improve further?

- Improve the quality of teaching, in both the main school and the sixth form, so that it is consistently good and more is outstanding by:
 - ensuring that marking in all subjects provides students, including those in the sixth form, with regular and helpful guidance on how to improve their work
 - matching work closely to the needs of all students, particularly those supported by the pupil premium, so they all make equally good progress
 - sharing good practice in teaching and assessment even more widely within and across departments in order to reduce further differences in students' achievement between subjects.
- Further reduce the gap in achievement between students who are supported by the pupil premium and those who are not by:
 - monitoring their progress even more rigorously
 - intervening in their learning at an earlier stage when they need extra help.
- Improve attendance by:
 - working even more closely with parents to ensure they understand the importance of their children attending school regularly
 - checking that current strategies to improve students' attendance are working and improve these where necessary.

Inspection judgements

The achievement of pupils is good

- Students achieve well overall. Their progress compares favourably with that found nationally and by the end of Year 11, they reach standards which are above average. Work in students' books, observations of their work in lessons and the school's own tracking data all confirm the good progress over time that students are making.
- The school's unvalidated data for 2013 indicates that approximately 66% of students have achieved at least five GCSEs at grades A* to C, including English and mathematics, which continues the upward trend of the last three years.
- Results in mathematics showed a marked improvement this year and were well above the national average. In English, results were in line with the national average, but lower than the school expected. A sample of examination papers has been re-marked and over half have been upgraded. The school now awaits the remarking for the whole group.
- The school has a well thought-out approach to entering students early for examinations so that this does not inhibit their chances of achieving their potential and gaining high grades. In 2013, the most able students achieved well in mathematics and English
- In the sixth form, students make good progress from their starting points. Results overall showed a year-on-year improvement from 2009 to 2012 with a slight dip, reflecting the students' starting points in 2013. The attendance, progress and safety of students who attend courses at another school are carefully checked so they achieve well.
- Most students make good progress in developing their literacy skills. The wise spending of extra funding, the pupil premium and Year 7 catch up funding has resulted in well-targeted extra help given to students in Year 7 and Year 9 who need extra help with reading and writing. The gap between students who are known to be eligible for free school meals and those who are not has closed markedly. However, a gap in achievement (of approximately two terms) still remains, because the progress of a few students has not been monitored sufficiently closely and they have not always received the extra help they need early enough.
- Disabled students, those with special educational needs, those from a minority ethnic background, those with English as an additional language and those with hearing impairments, all achieve well because they receive skilled support from teachers and teaching assistants.
- The progress, safety and attendance of students who attend alternative provisions are monitored so they receive education suited to their needs and achieve in line with their classmates.

The quality of teaching is good

- Most teaching is good and in a number of lessons it is outstanding. In a very few lessons, teaching requires improvement.
- Most teachers have high expectations of students. Their knowledgeable and enthusiastic teaching, their good use of varied and interesting resources and the good relationships they forge with students, all combine to help students achieve well.
- In a geography lesson, students made very good progress in their learning as they confidently described the differences between more- and less-economically developed countries. In a history lesson, sixth form students used their considerable reasoning skills and drew upon their knowledge as they tackled the problems involved in setting up an imaginary new system of government on a desert island. This lesson reflects the good quality of teaching in the sixth form.
- Disabled students and those with special educational needs, including those with hearing impairment, achieve well in lessons because of the constructive support they receive, not only from teachers and teaching assistants, but also from their peers as they work together in pairs

and groups.

- Students from minority ethnic backgrounds and those who speak English as an additional language were seen making good progress in lessons as they responded well to the good teaching they receive.
- In most lessons, the pace of learning is brisk because teachers set challenging tasks, which are well matched to students' abilities and needs. However, in a few lessons the pace of learning is slower because work is not as well matched to students' needs so some lose concentration and are not fully involved in the lesson.
- Teachers' marking of students' work is not yet consistent across the school. Examples of good practice were seen, but these are not fully shared across subjects and faculties. Some teachers' marking does not give students clear or precise enough guidance on how to improve their work further.

The behaviour and safety of pupils are good

- Most students typically behave well and have good attitudes to learning. In lessons, they are keen to succeed and many, particularly sixth formers, take genuine responsibility for their own learning and are keen to help others.
- Students say they feel safe in school. They are knowledgeable about different types of bullying and that instances of bullying in school are rare and dealt with speedily. However, a very small number of parents expressed concerns about behaviour and bullying in the school and these were followed up rigorously by inspectors. Records showed that incidents of bullying and poor behaviour are recorded and dealt with in an effective way.
- Students know how to keep themselves safe and talked sensibly about, for example, internet safety. Assemblies and personal, social and health education lessons are used well to make students aware of the dangers of, for example, drug and alcohol abuse.
- Attendance is improving and is close to the national average. The number of students who are persistently absent has been reduced. However, improving attendance, rightly, is a school priority. Further work with parents to stress the importance of regular attendance and refining and improving current strategies to improve attendance are both areas for improvement.
- Exclusions have reduced in the last two years, and fewer of those excluded are from the group eligible for free school meals. A very well run inclusion room helps to keep those students who are at risk of exclusion in school and ensures they keep up with classwork.

The leadership and management are good

- Governors, the headteacher and senior leaders monitor the school's work very closely. They know where strengths and weaknesses lie and are quick to tackle areas where improvement is needed.
- The quality of teaching and learning is closely checked. Good quality assurance procedures, robust management of teachers' performance and appropriate development and training for staff have all resulted in bringing about improvements in teaching and students' achievement since the last inspection. This has been particularly marked in mathematics and science.
- However, good practice is not yet fully shared and there are a very small number of subject areas where elements of leadership, teaching and students' achievement remain priorities for improvement.
- The school's population is becoming increasingly diverse. The school is embracing this change and ensuring that all groups of students have equality of opportunity to succeed. Discrimination of any kind is not tolerated. Although there is a gap in achievement between students who are known to be eligible for free school meals and other groups, this is now closing rapidly.
- Safeguarding meets requirements. Staff are suitably trained and aware of risk assessment and child protection procedures. Students whose circumstances make them potentially vulnerable

receive good support and expert help from outside agencies when this is needed.

- The curriculum is very broad and students are offered a wide range of subject choices and suitable qualifications to meet their needs. Through assemblies, citizenship and personal, social and health education lessons, their spiritual, moral, social and cultural awareness is developed well. A range of after-school activities and a wealth of trips and visits ensure that students' physical well-being, as well as their artistic, cultural and recreational interests are catered for well. Students are well informed about how to take the next steps in their education, training or employment. Sixth formers were particularly grateful for the support they receive in making applications to universities and colleges.
- The local authority provides support for the school through the school achievement partner who provides valuable advice and support on, for example, improving leadership and management and the quality of teaching.
- **The governance of the school:**
 - Governors have a good strategic overview of the school's work and are instrumental in bringing about improvement. They are knowledgeable about the quality of teaching, how staff performance is managed and how the school is performing in relation to all and similar schools. Finances are managed effectively and governors challenge the school to account for the spending of extra funds such as the pupil premium. Governors are also knowledgeable about the link between teachers' pay and students' achievement and have a good oversight of what is being done to address any concerns about weaker teaching.

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	108531
Local authority	Newcastle Upon Tyne
Inspection number	427339

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	1,898
Of which, number on roll in sixth form	390
Appropriate authority	The governing body
Chair	Sheila Ross
Headteacher	Lynne Ackland
Date of previous school inspection	10 May 2011
Telephone number	0191 281 8486
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