

Manchester Academy

Moss Lane East, Moss Side, Manchester, M14 4PX

Inspection dates

20–21 September 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management

Requires improvement

Quality of teaching, learning and assessment

Requires improvement

Personal development, behaviour and welfare

Requires improvement

Outcomes for pupils

Requires improvement

Overall effectiveness at previous inspection

Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not done enough to ensure that pupils make consistently good progress across a wide range of subjects and year groups.
- Newly appointed teachers have strengthened teaching and leadership. These staff have not been in place long enough, however, to have brought about significant changes in outcomes.
- Leaders do not check effectively the impact of extra funding for targeted pupils. Consequently, they are unclear about the effectiveness of the strategies used to improve pupils' progress.
- Teaching, while improving, is not yet consistently strong. Some teaching does not capture pupils' interest or encourage a thirst for learning. As a result, pupils' progress remains uneven.
- Teachers do not always plan work that is well matched to pupils' abilities. As a result, pupils' progress sometimes slows.
- Teachers do not consistently check pupils' understanding and, consequently, are not able to plan effectively for further learning.
- Teachers do not always provide opportunities to develop pupils' communication skills. This means that too many pupils have poor oral and reasoning skills.
- Leaders do not instil a culture of wider reading. Reading strategies are not effective in meeting pupils' needs and so some pupils remain unable to cope with the reading demands of the secondary curriculum.
- Behaviour, while improving, is not yet consistently strong. Pupils' behaviour during social times sometimes lacks self-control.
- The provision for internal exclusion is not effective in improving pupils' behaviour and supporting learning. As a result, the number of fixed-term exclusions is too high.

The school has the following strengths

- The school works effectively with a range of external services to keep pupils safe and ensure that they are well cared for.
- Leaders have established an ethos built on respect and tolerance for everyone.
- Teaching and learning in modern foreign languages are strong.
- Pupils' spiritual, moral, social and cultural education is wide and varied. Their experiences effectively promote their positive attitudes.
- Pupils receive good-quality careers advice. Nearly all pupils proceed into further education, training or employment.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that pupils' progress is consistent throughout the school by ensuring that all teachers:
 - plan learning activities that are consistently matched to pupils' abilities
 - enthuse pupils and stimulate their love of learning
 - check pupils' understanding more effectively to help plan new learning
 - plan opportunities to develop pupils' literacy and numeracy skills in relevant subjects across the curriculum and enable pupils with low starting points to catch up
 - develop pupils' oral communication skills and their ability to explain clearly their reasoning, thinking and ideas.
- Improve the effectiveness of leadership and management by devising clear ways of:
 - ensuring that effective strategies are in place across the school to drive pupils' love of reading and improve the quality and fluency of pupils' reading skills
 - improving the collaboration between middle leaders, so that the effective practice in numeracy and literacy can have an impact on all pupils across the school
 - effectively monitoring the use of targeted funding, including pupil premium and Year 7 catch-up funding, and evaluating its use and impact
 - improving the provision for pupils who are excluded from lessons but remain in school, so that it is a purposeful place to learn and is effective in improving pupils' behaviour.
- Improve the behaviour of a minority of pupils, and further reduce the instances of pupils' fixed-term exclusions.
- An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The school's leaders have not ensured that current pupils make consistently good progress across a wide range of subjects and year groups.
- Leaders do not ensure that the additional funds to support disadvantaged pupils and those who need to catch up in Year 7 are used effectively. Leaders have not carefully measured the impact of strategies used to improve these pupils' achievement. Consequently, disadvantaged pupils' progress is not consistently strong.
- Leaders have not established effective strategies to improve pupils' literacy and numeracy skills. As a result, errors in pupils' spelling, punctuation and grammar stubbornly remain and pupils lack confidence in knowing their multiplication tables.
- Leaders do not promote the importance of reading well across the school and strategies to improve reading are not effective. Reading is not promoted well by subject leaders or teachers beyond English. A deep-rooted pleasure and culture of reading is not well established. Consequently, some pupils' reading skills are not well enough developed to cope with the secondary curriculum.
- Leaders have failed to ensure that the school's internal exclusion unit, which is attended by pupils who are temporarily excluded from lessons, is effective. Pupils' learning is not well supported because the work and guidance they receive in the unit is of poor quality. Pupils are not well supported to improve their behaviour and many enter the unit on multiple occasions.
- The principal and the multi-academy trust have now secured strength in school leadership and this is beginning to have an impact throughout the school. More effective systems are in use across the school and there is a palpable change among staff and pupils. A strong culture is developing. However, the changes have not been in place long enough to secure significant improvements in pupils' achievement throughout the school.
- Leaders understand the areas for improvement and have appropriate actions in their development plans. They recognise the urgent need to accelerate improvement in pupils' achievement. Changes are under way to address inconsistencies, but some have not yet had an impact.
- Heads of each year group and pupil support workers know pupils well. They forge good relationships with pupils and their families to ensure that all pupils are supported well. Each year team works effectively to check pupils' progress and personal development. Better-targeted support and intervention are beginning to remove barriers to learning and improve pupils' success at all levels. For example, external agencies such as counselling services, child and adolescent mental health services (CAMHS), and the school's own engagement officers, provide effective support irrespective of culture or language.
- Recent appointments of senior leaders, middle leaders and some new teaching staff have strengthened the school's capacity for further improvement. New staff are beginning to improve the quality of teaching and learning across the school. Consequently, standards are rising and pupils are beginning to make stronger progress.
- Leaders work closely with the trust and appreciate the well-targeted support and scrutiny they receive. The trust analyses the performance of the school and provides frequent targeted support to raise pupils' performance. An effective example is the provision of additional teaching development programmes, such as the 'lead practitioner

programme', to enhance teachers' skills. The school also uses other school support partnerships to improve teaching and learning and improve pupils' achievement in weaker subjects such as resistant materials.

- Leaders support newly qualified teachers and those in training extremely well. Teachers who are new to the profession are developing their practice well and spoke of the well-planned and extensive support that the school provides. Leaders coach young teachers and provide many opportunities to observe other teachers. This approach is building confidence and sharpening teaching skills among new recruits.
- The school enables all pupils to develop their spiritual, moral, social and cultural understanding well. This is promoted across the curriculum.
- Senior leaders have recently improved the quality of teaching, learning and assessment. Teachers participate in well-organised, good-quality training. Nearly all staff who responded to the Ofsted questionnaire were positive about the professional development that they receive. Senior leaders evaluate teachers' success in raising the achievement of all groups of pupils, and this is closely linked to pay increases.
- The curriculum effectively meets the needs of the pupils. Leaders have ensured that pupils of all abilities have an appropriate balance of academic and vocational subjects. The formal, taught curriculum is well supplemented by a range of extra-curricular clubs, including sporting, academic and arts activities. For example, pupils can choose to attend science clubs, a rock school and trampolining to develop their interests beyond the classroom.
- The special educational needs coordinator is effective and ensures that support in phonics and reading is in place alongside support to develop pupils' numeracy skills and to narrow existing differences in attainment. Consequently, a small number of identified pupils are making strong progress in catching up with their peers. However, good practice in phonics and reading is not widespread.
- Leaders provide frequent and detailed information to all parents about pupils' progress. The school is committed to engaging with parents and the community and uses a wide variety of approaches. For example, school newsletters and social media are used frequently to update parents about pupils' activities and achievements. Most parents fully support the work of the school, but a very small number of parents indicated some dissatisfaction during the inspection. Inspectors found no evidence to substantiate any of these concerns.
- The school works closely with primary schools and establishes positive relationships with pupils in Year 6. Well-organised programmes ensure that pupils are well informed and have any uncertainties dispelled before their arrival in Year 7.

Governance of the school

- The governing body has been strengthened with a new chair since the last inspection and is aware of its responsibilities in raising school standards. Governors are strongly committed and are kept up to date with training, such as understanding data and safeguarding. As a result, they are knowledgeable about the school's strengths and areas of development. They are passionate about improving pupils' life chances.
- The governing body does not always consider spending decisions carefully. It has not held leaders to account for the use of the pupil premium and Year 7 catch-up funding and whether or not it has been effective.
- Some governors have established links with middle leaders and are using these to establish a deeper understanding of subject departments and their work to raise pupils' achievement.

- Governors hold frequent meetings and are ambitious for the future of the school. They insist upon detailed reports so that they can understand and measure the impact of leaders' work on pupils' progress. They are confident in using this information to support leaders' decisions in teachers' salaries or tackling underperformance. They have supported leaders effectively with capability procedures that have taken place in the past.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils overwhelmingly feel safe in the school. The school makes safeguarding a high priority through topics that pupils are taught in the community curriculum, information promoted via the school's website and liaison with a range of external agencies. Teachers are well trained and staff are alert to the dangers and risks to all pupils. Staff have received a range of training on potential areas of risk for young people. For example, they have attended 'Prevent' training to help them to identify pupils who may be at risk of being radicalised. Safer recruitment practices are used throughout the school. Pupils who attend off-site provision are checked upon by leaders and care is taken to ensure that they are appropriately safeguarded.

Quality of teaching, learning and assessment

Requires improvement

- Although teaching is getting better and more pupils are making faster progress than previously, the quality of teaching is not yet consistently good throughout the school and within subjects.
- Teachers assess pupils' attainment regularly to establish accurate information on their progress. Some teachers, however, do not use this information to plan work that matches all pupils' abilities and do not check their understanding well enough. Too many teachers move onto new learning without ensuring that firm foundations are in place. Consequently, teaching often does not deepen pupils' knowledge or correct misconceptions, so pupils' progress slows.
- Most teachers do not ensure that pupils have sufficient opportunity to sharpen their speaking skills. They do not provide enough occasions for pupils to explore orally the reasons for their views or the thinking behind ideas. Consequently, many pupils are not adventurous in their learning and they lack confidence in articulating their ideas.
- Some teaching does not capture pupils' interest and does not instil a love for learning. Consequently, pupils are not curious to learn and their progress is not as strong.
- Opportunities for pupils to develop their skills in numeracy and literacy are not planned well in relevant subjects across the curriculum. Leaders have not provided teachers with an agreed strategy of support in numeracy. Consequently, pupils are not being provided with regular feedback and direction and so their progress slows.
- Leaders have not ensured that pupils read widely and often across the curriculum and its importance is not promoted well. Reading is not rigorously rewarded or celebrated to encourage pupils who are less inclined to read. New reading recovery programmes are not well established and pupils' progress in reading is uneven.
- The presentation of work in pupils' books is improving. Leaders have focused on improving the quality of feedback teachers provide to pupils. Consequently, more detailed and frequent marking can be seen throughout the school, in line with the school's policy. Pupils know where they have gone wrong and what they need to do to improve their work.
- Homework is set regularly. It is usually of good quality and assists pupils' learning and progress.

- Teachers have a good knowledge of their subjects and are very committed to doing the best for their pupils. Relationships between most teachers and pupils are positive and respectful.
- Some teachers combine excellent subject knowledge with a very secure understanding of pupils' needs. They plan activities that match pupils' abilities well. These teachers are confident, adaptable and have high expectations of what their pupils can achieve. They inspire pupils to be successful. This better quality of teaching is most commonly found in modern foreign languages.
- Teachers frequently check pupils' assessments across their departments and also with some external providers, securing the accuracy of their judgements.
- Teachers recognise the importance of their subjects in supporting pupils' spiritual, moral, social and cultural development and ensure that the curriculum incorporates these aspects clearly during lessons. The school also use trips and visits to enhance pupils' development. For example, a recent trip to Stratford-upon-Avon to see Shakespeare's 'Hamlet' provided a new cultural learning experience for pupils in Years 7 and 8.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders make very good efforts to ensure that the needs of pupils are known prior to their arrival at the school. Information is provided to teachers and additional support for the most vulnerable pupils is well organised. For example, the least able pupils are quickly identified and grouped together to enable leaders to deliver a curriculum matched to their needs that provides a high level of support and builds pupils' confidence. The school works well to make sure that pupils who need additional support settle well when they arrive at the school. This is particularly true for pupils who enter the school after the start of an academic year.
- The school provides many opportunities for pupils to develop as responsible individuals. For example, pupils are able to experience leadership positions as prefects, form representatives and members of the student council. The head boy and head girl are elected by pupils; this instils a clear understanding of democracy through election experiences. The school also embraces and promotes leadership and challenge through pupils becoming involved in the Duke of Edinburgh's Award.
- The welfare of pupils is the highest priority for leaders. Pupils describe how they are well cared for, that they feel safe and are sure about which member of staff to go to if they have a concern. They report that any concerns are well managed by the school. The use of 'pupil support workers', non-teaching support staff allocated to each year group, are highly valued by staff and pupils in providing effective support. There are clear, well-established systems to support pupils who are struggling with issues.
- Pupils who attend the school's two resource bases are integrated into mainstream lessons and their welfare and development are supported well by all staff. Consequently, they feel part of the school culture and develop well socially.
- Pupils' spiritual, moral, social and cultural development is strong and they are well prepared for the diversity of life in modern Britain. This is driven throughout the school by an effective community curriculum and is supported by assemblies and organised visitors. For example, leaders organised a pop-music band to visit the school with a message of anti-radicalisation.

- The school's safeguarding procedures are strong. All staff have a good understanding of child protection procedures and are well trained, including on the school's duty to safeguard pupils who may be at risk of exposure to extremism. Staff are also highly trained to enable them to support girls at risk of female genital mutilation. The school is highly vigilant in identifying those pupils whose circumstances make them vulnerable to harm. The school provides continual reminders to pupils about safety using assemblies. Strong links with the local police keeps the school abreast of local issues. A recent educational programme led by a community nurse supported pupils' understanding of consensual safe relationships, grooming and child sexual exploitation.
- Careers advice and guidance are well organised and effective. Leaders have provided an employability manager alongside an impartial careers adviser to ensure that pupils have open access to tailored advice. Pupils are well informed about further study and career options. Support and information for parents is of good quality. The school hosts careers fairs and advertises careers events to pupils. For example, the university outreach programme, 'Scrubs', was attended by pupils who were keen to learn more about the medical profession. Pupils in key stage 4 experience careers fairs, apprenticeship guidance and have access to personal careers interviews. Leaders work with a wide range of employers and training providers to enhance the school's well-structured and organised careers education programme. Pupils are extremely well prepared for their next stage of education, employment or training. Consequently, very few pupils do not enter education, employment or training after Year 11.
- Pupils in Year 9 are encouraged to reflect on careers when selecting their courses for key stage 4 in personal support meetings with leaders. Pupils' choices are carefully matched with their future aspirations. Advice and guidance processes for pupils making study choices for GCSE are very thorough and lead to there being very few pathway changes because pupils are on appropriate courses.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils and staff say behaviour has improved and poor behaviour is dealt with quickly and effectively since the recent launch of the revised behaviour system. While disruption to learning is rare, the behaviour of a minority of pupils is still not good. The number of 'removals' from lessons due to poor behaviour has reduced, but numbers of pupils who are placed into the school's internal exclusion unit is still high.
- Inspectors observed pupils behaving well in lessons. No derogatory language was heard. Most pupils wear their uniform smartly and have pride in their school. However, pupils' behaviour during social times around the school site is not as positive, respectful or courteous.
- Pupils are tolerant of others and respectful of those who may look and act differently from themselves. Leaders ensure that diversity is celebrated within the school. Pupils told inspectors that they do not regard bullying as an issue for the school. Pupils appreciate that staff are sensitive to any of their concerns and know that staff will spend time to resolve problems, however large or small.
- Pupils' attendance has improved and is now close to the national average because well-focused initiatives have raised the importance of attendance. The school's work with parents is increasingly effective. There is an upward trend of attendance among pupils who are persistently absent from school.
- Most pupils attending off-site courses have excellent behaviour and levels of attendance. Their attitudes to learning are positive and they make good progress in their learning.

Outcomes for pupils

Requires improvement

- There is no consistent trend of improving standards. Current pupils do not make good enough progress from their various starting points in all year groups and in a wide range of subjects, including English and mathematics. Pupils' progress is too varied to show a strong trend of improvement. However, some successes are masked by a cohort that includes an untypically high number of pupils who joined the school at a later stage in their secondary schooling.
- Subject leaders in English and mathematics are ambitious in driving improvements in attainment and rates of progress improved in 2016. Progress in other year groups is too varied, however, to result in a secure positive trend of improved standards.
- New staff appointments to strengthen teaching and learning have not been in place long enough to secure a significant impact on pupils' achievement across a wide range of subject and year groups.
- Pupils do not always receive well-structured and coordinated support to enable them to improve their skills swiftly enough. Pupils who are furthest behind receive effective extra catch-up help in Years 7 and 8. Too many pupils throughout the school who are still behind with literacy and numeracy, however, do not receive effective support or catch-up programmes. As a result, these pupils' development is hampered.
- Many pupils enter the school with low levels of literacy skills and some pupils have considerable language barriers. The school has many pupils who cannot read as well as they should, in all year groups, and this is inhibiting their progress. The recently implemented reading recovery programme has not yet had a positive impact in developing pupils' wider reading or enjoyment of reading. Consequently, pupils are not equipped with skills to build strong foundations for future success.
- The most-able pupils, including those who are disadvantaged, made strong progress in 2016. This improvement reflects the determination of the principal in his quest to improve outcomes for the most-able disadvantaged pupils.
- More generally, however, the differences in attainment between disadvantaged pupils and other pupils nationally are not diminishing evenly or swiftly enough throughout the school and among subjects. The absence of effective checks by leaders on the school's use of pupil premium funding means that they do not know what impact their spending has had on pupils' progress. As a result, the progress of disadvantaged pupils still varies throughout the school.
- The least-able pupils made strong progress in their examination results in 2016 because they had received well-targeted support.
- Good leadership is securing improving achievement in a range of subjects. In 2016, examination results in the following subjects were above national figures: BTEC business, BTEC hospitality and catering, BTEC information communication technology, GCSE computing, GCSE further mathematics, GCSE Spanish, GCSE French, and GCSE philosophy.
- Achievement in modern foreign languages is consistently stronger than national figures because of clear leadership and delivery of high-quality teaching.
- The few pupils who have special educational needs and/or disabilities are making good progress in relation to their starting points. The pupils who make use of the provision in the resource bases are also very well supported and make strong progress.
- Pupils who attend alternative provision off the school site for some or all of the week achieve well because the courses and experiences they are provided with are carefully

matched to their interests and their level of ability. These courses successfully help them to re-engage with learning and the pupils make good progress as a result.

- Good careers advice is provided and this is reflected in the high proportion of pupils who leave the school for education, employment or training.

School details

Unique reference number	134224
Local authority	Manchester
Inspection number	10003286

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	995
Appropriate authority	The governing body
Chair	Ms Margaret Woodhouse
Principal	Mr Andy Griffin
Telephone number	0161 232 1639
Website	www.manchester-academy.org
Email address	office@manchester-academy.org
Date of previous inspection	24–25 January 2012

Information about this school

- Manchester Academy is part of United Learning and is an averaged-sized secondary school and has more boys than girls.
- A very large majority of pupils are from minority ethnic backgrounds and speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is below average and the proportion who have an education, health and care plan is below average.
- The school has two specially resourced units for pupils who have special educational needs and/or disabilities. These units are for deaf pupils and for those who have an autism spectrum disorder.
- Since the previous inspection the school has closed its sixth-form provision.
- The proportion of disadvantaged pupils is well over double the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

- A number of pupils are educated through off-site provision. Providers include: Manchester Vocational Learning Academy; The Together Trust Pupil Referral Unit; and Brighter Futures.
- The school does not meet requirements on the publication of information about the school's pupil premium funding on its website.

Information about this inspection

- Meetings were held with the principal, associate principal, senior leaders, middle leaders, members of the local governing body and the United Learning Trust. Inspectors also made a telephone call to the local authority to discuss its work within the school.
- Meetings were held with qualified teachers, including teachers who are newly qualified, and those undertaking training at the school.
- Inspectors formally interviewed a large number of pupils and spoke with a range of pupils informally at break and lunchtime. Inspectors also observed pupils' conduct and behaviour throughout the school day.
- Inspectors viewed registration periods and an assembly, and made visits to the school's internal exclusion unit and also the specialist resource bases in the school.
- Inspectors observed the work of the school across a range of subjects and year groups. Some observations of teaching and learning were undertaken jointly with the principal. Inspectors also undertook a number of shorter visits to lessons to gauge the climate for learning and pupils' behaviour.
- Inspectors looked closely at samples of pupils' written work across a range of subjects and year groups.
- Inspectors viewed pupils arriving and leaving school and sat in on an assembly. Inspectors also visited the school library and listened to pupils read.
- A wide range of documents was scrutinised, including the school's policies, records relating to behaviour and attendance, safeguarding records and information about teachers' performance. Development planning, self-evaluation documents, minutes of meetings, and records relating to teaching and learning were also considered. During the inspection, detailed consideration was given to policies and practices relating to safeguarding and also to how the school prepares its pupils for life in modern Britain.
- Inspectors considered 21 responses to Ofsted's online questionnaire, Parent View, as well as 10 responses from parents on Ofsted's free text service. They considered the responses by the staff and pupils to an online questionnaire provided by Ofsted.

Inspection team

Dawn Platt, lead inspector	Her Majesty's Inspector
Linda Griffiths	Ofsted Inspector
Michael Pennington	Ofsted Inspector
Stephen Ruddy	Ofsted Inspector
Debra Wood	Ofsted Inspector
Alison Stot	Ofsted Inspector
Liz Kelly	Ofsted Inspector
Annette Patterson	Ofsted Inspector

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

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.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2016