

The King David High School

Eaton Road, Crumpsall, Manchester, M8 5DY

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Sixth form provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The achievement of students is outstanding. The progress students make from their starting points in different subject areas, including English, mathematics, science, languages, humanities, the arts, and physical education is outstanding. This is the case for all groups of students, including those of different abilities and both boys and girls.
- Disadvantaged students make outstanding progress from their different starting points. The gap in progress between these students and their classmates is closer than that seen nationally. Often the progress made by these students is more rapid than that of their peers.
- The attainment of different groups of students across different subjects is very high, including in English and mathematics.
- The quality of teaching is often outstanding. Teachers have an excellent understanding of their students' needs and meet those needs very closely.
- Teachers' questioning of students is often very skilful. Teachers use the information from the checks they make on students' understanding very well. This informs planning and teachers make adjustments where necessary to move students' learning on very rapidly.
- Marking and feedback is often very strong. Very occasionally, feedback does not direct students clearly enough on how to improve their work. When this happens, students' response to feedback is not as good as is seen in the large majority of classes.
- The behaviour of students is outstanding. They conduct themselves exceptionally well at all times. There are very strong relationships between students of different ages and between students and staff.
- Students are very safe in school and they are very well informed about how to keep themselves safe in various situations, including when they use the internet.
- Students' exceptional behaviour makes a strong contribution to their learning. They demonstrate consistently a real thirst for knowledge and a strong will to do their very best. This drive is matched by the teachers' very high expectations of the students.
- Leaders set very high expectations of the staff and the students. Leaders have an exceptional understanding of individual teachers' needs and ensure that they are well supported through training, which often leads to outstanding teaching and student achievement.
- The work of the governors is also outstanding. Governors' commitment to the school is exemplary. The attention to detail of students' data and the day-to-day running of the school have supported the leaders in school exceptionally well to make improvements in teaching and the outcomes for all groups of students.
- The sixth form is outstanding. Very effective teaching and guidance support students to achieve outstandingly well. The proportion carrying on to higher education and to prestigious universities is very high.

Benchill Primary School

Benchill Road, Wythenshawe, Manchester, M22 8EJ

Inspection dates 4–5 March 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The school is good and improving because leaders at all levels know their school very well and provide clear direction on how teaching and learning must improve.
- The headteacher is innovative and is taking effective action to improve the quality of teaching. She leads by example, teaching literacy to a group of Year 6 pupils. She is very well supported by the deputy headteacher.
- Teachers are very positive about the opportunities they have to develop their leadership skills and work collaboratively with colleagues to improve their teaching.
- Pupils generally behave well and display positive attitudes towards their learning.
- Attendance is improving and is now above the national average.
- The curriculum provides rich opportunities for teaching pupils how to stay safe and respect each other's faiths and cultures.
- Teaching is good across the school. Pupils talk positively about their lessons and the help teachers provide.
- The teaching of reading is now a strength across the school. The additional support for reading is also having a significant impact on the achievement of those who find reading difficult.
- Attainment has continued to improve since the previous inspection. Pupils make good progress across the school.
- The achievement of disadvantaged pupils has improved continuously in the past three years.
- Pupils with special needs achieve well and make very strong progress as a result of good support.
- Children get off to a flying start in the early years and make good progress. The well-established routines ensure that children feel safe, secure and are happy and willing to learn. This aspect of school is well led and managed.

It is not yet an outstanding school because

- There is not enough outstanding teaching, as the new initiatives for sharing best practice have not had time to make the necessary impact on teaching quality.
- Teaching is not checked frequently enough to make sure pupils always make the best possible progress.
- Work is occasionally not sufficiently challenging for the most able pupils.

Information about this inspection

- The inspectors observed teaching and learning in 30 lessons or parts of lessons taught by 16 teachers.
- The inspectors listened to pupils read and scrutinised pupils' work.
- Discussions were held with representatives of the governing body, a representative of the local authority, senior leaders, middle leaders, other staff, pupils and parents.
- The inspectors looked at the school's documentation including: safeguarding policies, the school development plan, records used by the school to measure how well it is doing, minutes of governing body meetings, records of behaviour and also displays in classrooms and around the school.
- The inspectors looked at a wide range of information on how the school checks on the progress of the different pupil groups.
- The inspectors took into account the 11 responses to the on-line questionnaire (Parent View), the most recent parent questionnaire sent out by the school, and talked to parents at the beginning of the day.
- The inspectors also analysed the 54 questionnaires completed by staff.

Inspection team

Desmond Stubbs, Lead inspector	Additional Inspector
Pamela Hemphill	Additional Inspector
Maureen Hints	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of disabled pupils and those with special educational needs is above the national average.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium is well above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- Nursery and reception-aged children are in school full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has had an Interim Executive Board since April 2014 with a shadow governing committee and two sub-committees.

What does the school need to do to improve further?

- Further improve the quality of teaching to ensure that a higher proportion of pupils are working at the highest levels by:
 - providing the most able with work that is always challenging so that they reach their full potential
 - continuing to share the best practice that exists within the school
 - checking on the quality of teaching and learning more frequently in order to make sure pupils always make the best possible progress.

Inspection judgements

The leadership and management are good

- The headteacher is highly innovative in developing ways to improve the quality of teaching. She has developed a strong team of phase leaders and collectively they know their school very well and know what must be done to improve further. They are constantly researching ways in which teaching and learning can improve.
- The school is a calm environment where high standards of behaviour are expected. The walls are adorned with high quality work. Leaders have taken effective action to improve achievement, teaching and behaviour year on year.
- Leaders at all levels check the quality of teaching and learning by considering the evidence from lesson observations, checking exercise books and listening to the views of pupils. There are, however, inconsistencies in the impact of teaching. In addition, teaching is not checked frequently enough to make sure pupils always make the best progress.
- Teachers have started to evaluate their teaching by filming lessons and then sharing them with colleagues. In mathematics, lessons are checked in a highly rigorous manner. This sharing of best practice is a recent introduction and is just beginning to have an impact.
- The school has a curriculum which provides the pupils with many first-hand experiences that they might not otherwise have. There are subject-themed days such as mathematics day, art day and many trips and visitors into school to enrich the learning experience further. There is a strong emphasis on preparing pupils for employment by planning opportunities for them to practise their basic skills across the curriculum and having links with businesses such as Manchester International Airport.
- The school's work related to 'Peace Mala' has done much to encourage pupils to treat others with respect, to be tolerant, celebrate diversity and understand differences between religions and cultures. It has also been used to promote British values as a crucial part of the school's values. Subsequently, the school's work in fostering good relationships and tackling discrimination is highly effective. The school's promotion of pupils' social, moral, spiritual and cultural development is strong.
- Additional funding is used effectively to raise the achievement of disadvantaged pupils. Their standards in literacy have improved continuously over the past three years. They make the same good progress as other pupils in school.
- The primary school sport and physical education funding has been used effectively to improve the skills of teachers and provide more opportunities for pupils to compete against other schools and take part in activities such as 'Fit-tastic.' During the inspection, pupils were using mini-exercise bikes with the fit-tastic teacher to keep fit and improve some of their physical skills.
- The school's arrangements for safeguarding and child protection meet statutory requirements.
- Representatives from local authority visit the school each term to assure the quality of provision and to support leadership and management.
- **The governance of the school:**
 - In April 2014, the Interim Executive Board was formed and quickly established a highly effective governors' committee which then set up sub-committees whose members have the appropriate skills and training to undertake their duties. They have been meeting since the summer term 2014. These committees will very soon replace the Interim Executive Board.
 - The governors' committees have a detailed understanding of relevant data, how well the school is doing, how it needs to improve and what is presently being undertaken to bring about this improvement. Members are fully aware of the quality of teaching in the school.
 - Governors understand that teachers' progression up the pay scale is not automatic and they are not afraid to make difficult decisions when required.
 - The minutes of meetings show that governors are holding senior leaders to account and challenge the school with relevant and searching questions. The resources committee checks that the various types of additional funding are having the required impact and which pupils are benefitting.
 - Both the Interim Executive Board and the governors' committees are passionate about moving the school forward.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In class, pupils behave well when working as a whole class and in small groups. Pupils told the inspectors that there are a small number of pupils who misbehave but this was not observed during the inspection.
- The pupils have a large space to play in and there are a lot of adults supervising to make sure the pupils behave well and are safe. Behaviour at lunchtime both in the lunch hall and outside is generally good and records show that behaviour is improving over time with many fewer 'yellow cards' being used than previously. The number of fixed-term exclusions is also greatly reduced.
- Pupils generally show a positive attitude towards their learning. They listen carefully to their teacher and to each other when working with a partner or in a small group. A small number of the younger pupils, however, get restless when they are not properly challenged.
- Pupils show pride in their appearance and look smart in their uniform. The head boy and head girl are excellent role models for other pupils. However, some of the older pupils do not always take care when presenting their work and some English and mathematics books are untidy.
- The school invests a lot of resources in providing a special class for pupils with needs who otherwise might disrupt the learning of other pupils. These pupils learn in a very calm environment, they are well taught and flourish as a result of high quality care provided by all the adults who work with them.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe and are happy at the school. Pupils told the inspectors, 'Adults listen to us and try to understand us if we are upset.'
- The curriculum is well planned to ensure that pupils understand how to manage risk. Pupils understand how to stay safe in a wide range of situations, including when using the internet.
- All visitors to the school are properly checked and do not pose any threat to pupils.
- The school provides a breakfast club which is very well attended. Pupils are well looked after, enjoy this time and are grateful that it helps them to be punctual and have a healthy meal to start the day. Parents are also very grateful for this service and some even stay and have breakfast with their children!
- Attendance is improving and is now above the national average. The school uses a wide range of strategies for encouraging high attendance and punctuality, which are having a significant impact.
- In the questionnaire distributed by the school, parents were overwhelmingly positive that their children are happy, feel safe and are well looked after.

The quality of teaching is good

- Overall the quality of teaching across the school in all subjects is good and results in good achievement. There have been recent changes to ways in which subjects are taught and how work is marked. These changes are already having a positive impact on pupils' progress but the best practice is not yet embedded fully.
- The teaching of reading has improved and is now very effective. The texts are enjoyed by the pupils. Teachers provide a range of high quality activities and pupils show a good application of their phonics (the sounds letters make) skills. In several sessions observed, teachers showed a real enthusiasm for reading, asked searching questions and helped the pupils to gain a deep understanding of the text.
- In mathematics, teachers are encouraged to use a much wider range of activities in order for pupils to solve problems and investigate concepts more deeply. For example, in a Year 3 class pupils' learning and progress were enhanced when they were presented with column addition problems which had been answered incorrectly and they had to work out the mistakes that had been made. The evidence in exercise books and in learning observed is that the teaching of mathematics is improving and pupils enjoy these challenges.
- Pupils understand how they can improve their work. This is a result of marking which makes it very clear what pupils need to do to improve. This is very evident in the teaching of writing. However, pupils are not always given the time to read the teachers' comments and then revisit their writing and see how it could be improved further.
- Much homework is on line using educational websites. There are clear expectations for each year group. Pupils also have the opportunity to visit a homework club, which is very well attended.
- The school has made excellent progress in the way they judge how well pupils are achieving in the new

curriculum. Teachers do not only make assessments of attainment in English and mathematics but also across the curriculum, for example in Spanish, which is a favourite subject of the pupils. This information is used to inform teachers at the High School how well pupils are doing. Teachers discuss these judgements with other colleagues across the school and in other local schools in order to make sure that assessments are accurate and secure.

The achievement of pupils is good

- The achievement of pupils is good. Standards in all subjects have improved over the past three years.
- Pupils' attainment in the Year 1 screening check to assess understanding and use of phonics (letters and the sounds they make) is improving but is below that of other schools nationally. The school has responded by adopting different teaching strategies and this is having a significant impact on pupils' progress in reading.
- At the end of Key Stage 1, standards are rising. Pupils make good progress in all subjects. Attainment is now close to the national average in reading and writing. In mathematics, all pupil groups achieve above similar pupils nationally.
- Attainment in all subjects at the end of Key Stage 2 is improving, although it is still below the national average, as is the proportion of pupils working at the highest levels. Overall progress is good. In July 2014, the proportion of pupils making expected progress from their different starting points was better than pupils nationally in writing and mathematics and similar in reading.
- The achievement of current learners is good. Pupils make consistently good progress in all subjects across the school.
- The achievement of disabled pupils and those with special educational needs is good and particularly good in reading as a result of the support pupils receive from well-trained teaching assistants.
- In July 2014, the attainment of disadvantaged pupils supported by the pupil premium was a year behind that of non-disadvantaged pupils nationally in reading, writing and mathematics. The proportions of these pupils making the progress expected of them from their starting points are similar to non-disadvantaged pupils nationally in all subjects.
- In July 2014, the attainment of disadvantaged pupils was two terms behind other non-disadvantaged pupils in the school in reading and writing. There was a similar picture in mathematics. Throughout school, the progress these pupils make is similar to that of their peers.
- Expectations of the most able are not high enough. Inspection evidence, including the observation of learning in lessons and the scrutiny of pupils' exercise books shows that the most able pupils are not always set work that is challenging enough. Some of the most able pupils explained to the inspectors that there are times in both English and mathematics lessons when they could achieve more.

The early years provision is good

- Generally, children enter the nursery with skills and knowledge below those that are typical for their age. Many have weaker skills in speech and language, reading, writing and mathematical understanding. Despite this, by the time they move into Year 1 they have made good and on occasions rapid progress, because the teaching is good and focussed on developing children's basic skills.
- In 2014, the attainment at the end of the reception year improved from previous years and the school is ambitious for its current cohort. However, on entry to Year 1, although pupils' skills have improved, there were still many children who were not yet at a typical level of development for their age.
- There is a wide variety of activities and they are well matched to the needs of the children and designed to interest and encourage them to become confident learners.
- Children settle well into the nursery because of the effective procedures when children start school. The well-established routines throughout early years ensure children feel safe and secure and are happy and willing to learn. They respond positively to the high expectations of staff and enjoy any challenges that are set them. For example, the children particularly enjoyed dressing up for World Book Day and undertaking the book-related activities planned for them. Parents have regular opportunities to stay and play with their children.
- The early years are well led and managed and, as a result, teaching and learning are improving continuously. All adults work together as a cohesive team.

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	132241
Local authority	Manchester
Inspection number	456135

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	500
Appropriate authority	Interim executive board
Chair	Jenny Andrews
Headteacher	Helen Eken
Date of previous school inspection	23 February 2012
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Manchester Enterprise Academy

Simonsway, Wythenshawe, Greater Manchester, M22 9RH

Inspection dates 11–12 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The academy is a good school that has improved students' achievement significantly year on year. This reflects its vision, 'A fantastic future for all'.
- Its work to keep students safe and secure is outstanding. This view is echoed strongly by parents, staff and by the students themselves.
- Students are extremely proud of their school and describe it as 'a vibrant community that treats you as a family'. Their behaviour is good and plays a large part in their successful learning.
- The percentage of students gaining five good GCSE grades, including English and mathematics, rose to be above average in 2014. This represents a significant increase over the past four years.
- The effectiveness of the sixth form provision has improved and is good.
- Teaching is good. Teachers have good subject knowledge and make learning enjoyable and purposeful.
- Staff know students extremely well as individuals and the courses they take are tailored very well to their individual needs.
- Strong and determined leadership has been the key to the academy's success. The work of the Principal has been recognised both locally and nationally.
- Senior leaders and governors work very effectively together to drive improvement. They constantly check how well students are learning and take effective action to address any underachievement, both in teaching and in students' progress.
- Staff are extremely positive about all aspects of the school and are making a substantial difference to the lives of the young people.
- Provision for students' spiritual, moral, social and cultural development is outstanding. The students are extremely appreciative of these opportunities, many of which prepare them well for their future life in modern Britain.

It is not yet an outstanding school because

- The quality of teaching does not always maximise students' progress.
- Occasionally, teachers do not use information about what students can and cannot do to set work that challenges them appropriately.
- Marking is not of a consistently high quality.
- The role of subject leaders requires further development. Not all are doing enough to check and improve the quality of teaching and its impact on students' progress in their areas of responsibility.

Information about this inspection

- The inspectors observed lessons in all year groups in a wide variety of subjects across the academy. Three lessons were observed jointly with members of the senior leadership team.
- The inspectors examined information from the academy about current students' learning and progress. They also looked at work in the students' books completed over the current academic year.
- Meetings were held with the Principal and other leaders, including some who are in charge of subjects.
- The inspectors met three governors, including the Chair of the Governing Body. Two of the governors met are also representatives of the sponsors of the academy.
- Several meetings took place with students. In addition, inspectors took many opportunities to talk with students in classes, at breaks and at lunchtimes.
- The inspectors looked at a range of documents, including those relating to safeguarding and child protection, the school's development plans and external views of the academy.
- The inspectors examined records of attendance and behaviour, as well as information about the quality of teaching and the performance of staff.
- The inspectors took account of the 68 responses to the online questionnaire (Parent View) and letters received from parents. They also took account of the 64 responses from members of staff to the staff questionnaire.

Inspection team

Alison Thomson, Lead inspector	Additional Inspector
Bernard Robinson	Additional Inspector
David Woodhouse	Additional Inspector

Full report

Information about this school

- The academy is much smaller than the average-sized secondary school. Its specialism is in enterprise and its main sponsor is Manchester Airport. Partner sponsors are Manchester City Council and Wythenshawe Community Housing Group.
- Most students are of White British heritage.
- The proportion of students from minority ethnic groups and the proportion whose first language is believed not to be English is lower than average.
- The proportion of students who are disabled or who have special educational needs is much higher than average.
- The proportion of students who are disadvantaged, and therefore supported by the pupil premium, is much higher than average. The pupil premium is additional funding for those students who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics.
- A small number of students who have behavioural, social or emotional needs are educated full-time at alternative provision. These services are managed by Manchester City Council and are Ed Start and the pupil referral unit.
- Since the previous inspection, there have been some changes in staff, including some at leadership level.
- The Principal provides valuable support to a wide range of other schools

What does the school need to do to improve further?

- Further raise students' achievement through ensuring that more teaching leads to outstanding progress for all groups of students, including those in the sixth form and across all subjects, by:
 - using information about what students can and cannot do to set work that always maximises their learning
 - further improving the quality of guidance students receive about how to improve their work and ensuring they have sufficient opportunities to respond to it
 - enhancing the roles of subject leaders so they all effectively check and improve the quality of teaching in their areas of responsibility and its impact on the progress that all groups of students make.

Inspection judgements

The leadership and management are good

- The vision and determination of the Principal to improve the school and address the areas for development from the previous inspection are outstanding. As a result, teaching is improving strongly and achievement has risen dramatically. Leaders have a very accurate understanding of the academy's strengths and have identified clearly the priorities for improvement.
- Leadership and management of teaching and learning are improving strongly. Many teachers have improved their performance through bespoke help and advice and they work well together to share best practice. The result has been a dramatic rise in the progress and attainment of all groups of students in 2013-14, which is continuing this year.
- Leaders in charge of subjects have been involved in bringing about improvement, but their roles require further development, particularly in subjects where performance is less strong. Not all leaders have been fully effective in checking and improving the quality of teaching in their areas of responsibility and the impact it has on students' learning and progress.
- The staff questionnaires show staff are very supportive of the academy and they appreciate the help they receive in order to continuously improve their practice. Teachers' pay is linked very closely to their performance, with teachers being held to account for the progress their students make.
- Systems for checking how well students are achieving are very thorough. Any student who is in danger of underachieving is identified early and helped to catch up.
- Additional funding, including the pupil premium and Year 7 catch-up money, has been used to good effect, for example in providing additional support by teaching assistants. As a result, gaps between the performances of different groups are closing rapidly. This reflects the inclusiveness of the academy, its good work to promote equality of opportunity, tackle discrimination and to foster good relationships.
- Safeguarding meets statutory requirements. The academy looks after its students extremely well and places a high emphasis on keeping its students safe. As a result, all students feel safe.
- The curriculum meets the needs of the students very well. There are many enrichment opportunities on offer and the students appreciate these. Many reflect the academy's enterprise specialism and involve the academy's sponsors and other local and national businesses.
- The academy's promotion of spiritual, moral, social and cultural education is extremely strong in influencing students' development in those areas. The students are very much involved in decision-making through their roles as school councillors and student leaders. Students told the inspectors that the academy really listens to them and takes on board their ideas, for example, to broaden cultural experiences through visits to temples and sampling food from around the world. They are well prepared for life in modern Britain.
- The impact of advice and careers guidance is excellent in helping students make informed choices about the next steps in their education or entry to training or employment.
- The academy's sponsors support the academy extremely well, for example in providing specialist advice to students' on writing cvs.
- The academy monitors the achievement, attendance, behaviour and safety of the students who attend alternative provision rigorously. This is done by liaising with the alternative providers and also on a daily basis directly with some students. Reports from the alternative providers confirm that the majority of students who attend their provision achieve well and there are marked improvements in their behaviour.
- **The governance of the school:**
 - The governing body is very effective and has helped greatly to drive the academy forward. Governors are extremely knowledgeable about the academy's relative strengths and areas to develop. The governing body plays a key role in allocating funding, including that for disadvantaged students, and its members are aware of the good impact that this is having. Governors are also very knowledgeable in understanding data about students' progress and about the quality of teaching. They are involved in linking teachers' pay to their performance and have ensured that weaknesses in teaching have not been rewarded. They are very reflective and determined that the academy should improve even further.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. Academy records and older students confirm that it has been good and improving for some time. The staff questionnaires showed overwhelmingly that they consider behaviour to

be good. Year 11 students rated behaviour highly and said that the vast majority of students behave well all the time, although some people can occasionally be a bit silly in lessons.

- Students are very polite and courteous to visitors. They behave very sensibly between lessons, at breaktimes and at lunchtimes. Litter is very uncommon. Students wear their uniform with pride and describe the academy as 'very focused with high aspirations for their future' and one that 'changes people for the better'.
- The vast majority of students behave sensibly in lessons, engage well and are keen to learn. They work productively in groups and give and receive advice sensitively. This was seen in many lessons, including a Year 11 history lesson about youth opposition to Nazi Germany. Most, although not all, students respond very positively to the comments that teachers make about their work.
- Attendance has improved considerably and is now above the national average. Students arrive punctually to lessons. Exclusions have reduced significantly.
- Reports indicate that most students who attend alternative provision behave well.

Safety

- The academy's work to keep students safe and secure is outstanding. Adults look after students exceptionally well and very effective systems are in place to ensure this, as for example in the rigorous risk assessment for visits. As a result, all groups of students across the academy feel very safe.
- Parents agree strongly that their children feel safe and that the academy looks after them extremely well.
- Students are very knowledgeable about the different forms of bullying, including racist and homophobic bullying, and outside organisations are used successfully to support the academy's approach. Students say bullying is rare and on the few occasions when people fall out, the adults respond swiftly and effectively.
- Students have carefully balanced views about social, moral and cultural issues and look after students who are new to the academy well. They have a very sensible and mature attitude to risk-taking and they promote safety very well for others.
- The academy has clear and well-documented policies and procedures to ensure safety in practical subjects and students were observed working very safely in practical lessons during the inspection.
- Reports indicate that students who attend alternative provision behave well and feel safe.

The quality of teaching is good

- Teaching is good and results in students making good progress throughout the academy. Some teaching leads to outstanding progress.
- Teachers and students have very positive relationships. Most teachers have high expectations and give work that enable students to learn effectively and develop their skills. They plan work that is interesting and engages students well.
- Where teaching is outstanding, teachers set work that stretches all students appropriately, including the most able, and makes them think deeply. They check throughout the lesson how well students understand their work and encourage them to reflect about how well they are learning. This was illustrated particularly well in Year 10 mathematics, where students made outstanding progress in learning to solve equations.
- Literacy, numeracy and information and communication technology (ICT) are incorporated increasingly effectively into lessons. Key subject terms are introduced well and students are encouraged to write on their learning maps important points they have learned, not only from that day's lesson, but what they remembered from the previous lesson.
- Teachers are tackling the low literacy skills that some students have when entering the academy increasingly effectively, for example by teaching students in small groups and through the use of specialist computer reading programmes.
- Students who are disabled or who have special educational needs are taught increasingly well. Teaching assistants support learning effectively by breaking down the work into manageable steps for those students who require it.
- Spiritual, social, moral and cultural development is promoted successfully in many lessons, for example in drama, when exploring how people feel in certain situations or in science reflecting on the adverse effects of nuclear accidents.
- Occasionally, teachers do not use information about what students can and cannot do to plan lessons well enough to maximise the learning of all students.
- Teachers usually mark students' work regularly and accurately. The more effective marking tells students

clearly how to improve their work and students use this advice well to make improvements. However, not all marking is of this high quality and this limits the progress that some students make.

The achievement of pupils is good

- Students achieve well. They generally make good progress from their individual starting points, which are usually well below average. In many subjects they leave with standards of attainment that are in line with those found nationally.
- The proportion of students attaining five or more GCSE grades A* to C, including English and mathematics, has risen substantially year on year. The proportion was significantly below average in 2013 and was above average in 2014.
- Progress in many subject areas, including English and mathematics, has improved dramatically. Progress in English is particularly impressive and is outstanding for many students. Performance in some other subjects, such as science and art, has not been as strong. However, information from the school and evidence from observations and work scrutiny during the inspection indicate that performance in those subjects is improving swiftly this year.
- The achievement of disadvantaged students is good and broadly in line with their peers in the academy and other students nationally. Published data for 2014 show that the progress of disadvantaged students in the academy is similar to that of their peers in English and mathematics and similar to other students nationally. It also shows that gaps in the standards attained between disadvantaged students and their peers are closing rapidly. When compared to their peers in the academy and to other students nationally, the disadvantaged students were about half a GCSE grade behind in English and one grade behind in mathematics.
- The achievement of students who are disabled and those who have special educational needs is generally good and improving. Recommendations from an external audit of special educational needs provision are being implemented well. For example, teaching assistants tend to work seamlessly with teachers to make work accessible for the students.
- The most able students make good progress in most subjects because the teaching usually makes suitable demands of them and motivates them to do well.
- A significant number of students receive additional help with reading, writing and in mathematics through the Year 7 catch-up programme. This is having a good impact on their progress in these areas. Reading has an increasingly high profile throughout the school. The students told us they were delighted to see the staff dressed as characters from literacy classics such as Alice in Wonderland or Frankenstein on World Book Day.
- The very few students who attend alternative provision generally make good progress there and grow in confidence. The academy checks on their progress rigorously.
- Some students are entered early for GCSE examinations in English, but no longer for GCSE examinations in mathematics. There is no evidence to suggest that students' performance, including that of the most able students, has been adversely affected by early entry.
- Students are being prepared increasingly well for the next stage in their education, training or employment. The academy plays close attention to literacy, numeracy and communication technology. These aspects are being integrated well into many lessons. Students are becoming more confident and come across as mature young people.

The sixth form provision is good

- The provision in this small sixth form is bespoke, inclusive and reflects the school's enterprise specialism. It uses the expertise of the main sponsor, Manchester Airport, well, to provide a range of opportunities such as work experience and summer employment.
- The students who enter the sixth form usually start with low attainment. They generally make good progress and leave with attainment that is rapidly approaching that found nationally. Retention rates from Year 12 into Year 13 are improving and are now above those found nationally. Attendance is also improving, although is still below average.
- The supportive ethos of the Aspirational Mentoring Programme has a strong impact on students' life skills and potential employability. An increasing number of students go on to university, for many the first in their family to do so.
- The quality of teaching in the sixth form is good. The strengths are as in the main school: excellent

relationships between teachers and students, good teacher subject knowledge and opportunities for students to work with others and to be self-reflective. Weaknesses sometimes occur in matching the work well enough to the students' ability and in the quality of feedback in helping students to improve their work.

- Achievement is improving year on year and is good, both in the academic and vocational subjects. Courses are suited well to the aptitudes of the students and there are many opportunities for enrichment to prepare students well for life in modern Britain.
- A significant number of students re-sit GCAE English and mathematics examinations. The percentage that gain a grade C or better is rising. Those who do not gain a grade C, however, usually increase their original grade substantially.
- Leadership and management of the sixth form are good and have led to improvements in achievement and in students' personal development. Currently, however, as in the main school, the role of subject leaders requires further development in ensuring that the quality of teaching impacts as well as possible on achievement.
- Behaviour of students in the sixth form is good and the promotion of their safety outstanding. Students in the sixth form are well supported and looked after. They are increasingly good models for younger students and enjoy their duties in looking after them. They have mature attitudes to their work and rise to challenges presented to them.

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	135874
Local authority	Manchester
Inspection number	453600

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	584
Of which, number on roll in sixth form	64
Appropriate authority	The governing body
Chair	Olivia Clayton
Headteacher	James Eldon
Date of previous school inspection	12 March 2013
Telephone number	0161 4992726
Fax number	0161 4991147
Email address	admin@meacad.org.uk

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Manchester Health Academy

Moor Road, Wythenshawe, Greater Manchester, M23 9BP

Inspection dates 28–29 April 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Academy leaders, including governors, are accurate in their evaluation of the academy's strengths and areas for development. They have successfully generated a culture of high expectations, aspiration, inclusion and care that applies to all who attend the academy.
- Students achieve well across a broad range of subjects. Disadvantaged students make progress that is in-line with their peers and is better than similar students nationally.
- The quality of teaching is good overall and some is outstanding. This leads to students making at least good progress in the majority of lessons.
- The sixth form is good. The curriculum and wider enrichment experiences are appropriate to students' needs and result in good outcomes overall.
- Disabled students and those with special educational needs achieve well because of the outstanding support they receive.
- Students' behaviour in lessons and around the academy is good. They are respectful to adults and to each other. They have a positive attitude to learning and value the wide range of extra-curricular activities that contribute to their outstanding spiritual, moral, social and cultural development.
- The safeguarding of students' health and well-being is outstanding; systems and procedures ensure highly effective support for vulnerable students; and the health-related curriculum helps them understand how to safeguard themselves and others.

It is not yet an outstanding school because

- Students in the academy and sixth form are not yet making outstanding progress over time. This is because there is not enough outstanding teaching and a minority of teaching requires improvement.
- Too few students develop their knowledge through wider reading.
- A minority of the teaching fails to ensure that the activities in lessons match the needs and abilities of the students well enough to enable them to make good or better progress.

Information about this inspection

- Inspectors observed teaching and learning across all year groups in a wide range of subjects. They scrutinised the work in students' books.
- Formal meetings were held with the principal, senior and middle leaders, members of the governing body, representatives of the academy sponsors, the Academy's Improvement Partner, teachers, other academy staff and students.
- Informal discussions took place with staff and students in classrooms and around the academy.
- Inspectors took account of the 41 responses to the on-line questionnaire (Parent View) and of the 104 responses to the academy's parent satisfaction surveys held in January and April 2015.
- Inspectors analysed responses from the 40 questionnaires returned by staff.
- Inspectors looked at a range of documentation including the academy's judgements of how well it is doing, safeguarding and child protection records, and data relating to students' achievements.

Inspection team

Janet Palmer, Lead inspector

Her Majesty's Inspector

Alan Parkinson

Additional Inspector

David Pridding

Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The academy was judged to have serious weaknesses in November 2013 and received monitoring inspections from Ofsted in January and September 2014.
- It is a smaller than average-sized secondary school with a small sixth form.
- The proportion of disadvantaged students eligible for support through the pupil premium (additional funding provided to support the education of students known to be eligible for free school meals and those who are looked after by the local authority) is well above average.
- The proportion of disabled students and those who have special educational needs is higher than the national average.
- The majority of students are White British.
- The academy meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- At the time of the inspection, 13 students were placed off site at Manchester Secondary Pupil Referral Unit and one at Edstart.

What does the school need to do to improve further?

- Increase the proportion of students making more than expected levels of progress by:
 - ensuring all teachers use the assessment of students' prior subject knowledge and skills to plan work that is pitched at the right level
 - systematically using questioning to challenge students' thinking and deepen their learning
 - disseminating the already good and outstanding practice in the academy to realise more outstanding outcomes.
- Enhance students' enjoyment of books so they read widely and often across a range of subjects and to a high standard.

Inspection judgements

The leadership and management are good

- The principal and senior leaders have effected a highly successful strategy for improving students' overall outcomes. Clear and robust systems are in place to monitor the quality of teaching and track students' progress. Whenever high expectations are not being met, appropriate and supportive interventions are implemented.
- Effective action has been taken to improve achievement across all subjects and for all groups of students. This has been achieved by improvements to teaching, supported by outstanding levels of care and guidance for students whose circumstances make them vulnerable including disadvantaged students, thus enabling them to access the curriculum and engage well with their learning.
- Middle leaders understand well their role in ensuring good outcomes for their departments and hold their teams to account. Clear and well-focused subject improvement plans make a good contribution to the academy's overall judgement of its effectiveness.
- Pupil premium funding is used imaginatively and effectively. Disadvantaged students make progress in line with their peers and better progress than similar students nationally. As a group, however, they attend less well than their peers. Disadvantaged boys now attend better than others in the academy and students nationally.
- The management of staff performance is robust; links between performance and salary progression are strong. Staff are highly supportive of the academy's leadership. Comments such as, 'There is a massive team ethos and a community feeling within the staff', and, 'I am extremely proud to be a member of staff at MHA', are typical of those expressed by staff during the inspection.
- The extensive range of curriculum subjects and enrichment activities are matched well to students' needs, interests and aspirations. Extended provision for the most able students includes visits from undergraduates, master classes, subject competitions, professionally led arts and sports workshops and business simulations. Students in Year 11 value highly the Saturday Academy which approximately half regularly attend to improve their grades, and the majority of students participate in one or more extra-curricular activity.
- Students' spiritual, moral, social and cultural development lies at the heart of the work of the academy. As a result, students demonstrate high levels of social and cultural engagement and understanding; they are interested in the wider world, are respectful of people's differences, and enjoy making a positive contribution to the life of the academy. Visits to the battlefields of Belgium, Auschwitz and climbing Mount Kilimanjaro are among a range of activities that have supported students' global and historical awareness.
- Safeguarding, particularly of the most challenged and disadvantaged students is outstanding. Staff in the safeguarding and inclusion teams work together closely to ensure no stone is left unturned when it comes to protecting and supporting a child, including those who are educated off site. Students who had previously been poor attenders or had been excluded from the academy spoke very highly of the pastoral staff who they said, 'never gave up on them'.
- Attendance figures have improved over time and are now in-line with national figures including for students with disabilities and those with special educational needs. The behaviour, attendance and achievement of students who are educated off site are closely monitored and swift actions are taken should problems arise.
- A very large majority of parents and carers who responded to the on-line survey agreed that the academy is well led and managed and would recommend the academy to another parent.
- Careers education, information, advice and guidance are very strong, enabling students to make appropriate choices regarding their next steps. Students are encouraged to be aspirational and many benefit from the placement opportunities afforded by the partnership with academy sponsors. As a result, the proportion who move on to employment, education or training is very high.
- **The governance of the school:**
Governors share the principal's vision for the academy. They have a strong grasp of its strengths and understand where it needs to develop further. They are proactive in the life of the academy, are well-informed, skilled and experienced, and therefore able to provide an effective challenge to the leadership. They have a good understanding of the academy's finances, and a sound knowledge about the quality of teaching and its links to salary progression.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. Lessons are rarely disrupted by poor behaviour because it is swiftly dealt with by the effective 'on call' removal system so learning is not interrupted. Rewards and sanctions are valued by the students who appreciate that they are applied fairly and consistently.
- Attendance is improving and exclusions are falling. No students have been permanently excluded.
- Students are polite and considerate. Relationships with staff are good as are attitudes to learning. Students respect the academy environment and there are no incidences of litter or graffiti.
- Students say that bullying and derogatory name-calling is very rare, both inside and outside the academy grounds and that systems are in place to tackle and prevent it if it occurs. However, some students and teachers stated that a limited amount of bullying using mobile phones and computer devices takes place outside of the academy, particularly between girls.
- The great majority of parents and carers who responded to the on-line survey are of the view that students are well behaved.

Safety

- The academy's work to keep pupils safe and secure is outstanding.
- All staff undertake regular safeguarding training including for issues such as child sexual exploitation, female genital mutilation, forced marriage and radicalisation.
- Staff engage very effectively with a range of support agencies to ensure that all students, and in particular the most vulnerable, are closely monitored and supported for their safety and well-being.
- Rigorous systems are in place to speedily follow up any absence and to reintegrate poor attenders back into the academy. This has resulted in a re-engagement with learning for a number of previously disengaged students.
- The health curriculum plays a crucial part in helping students understand how to safeguard themselves and others. For example, all learn about issues such as consent and child sexual exploitation, how to stay safe on-line and how to prevent racist, homophobic and transphobic bullying. Students have a mature understanding of safeguarding issues. They understand appropriate and inappropriate behaviour and who to go to for help and advice.

The quality of teaching is good

- The impact of teaching on students' learning over time is good, including for disabled students, those with special educational needs, and those who are vulnerable or disadvantaged.
- Relationships in the classroom are good; students arrive ready to learn and lessons begin promptly.
- The majority of teachers understand well students' prior knowledge and skills in the subject and set work at appropriate levels. However, a minority of teachers do not ensure that the activities in lessons match the needs and abilities of the students well enough to enable them to make good or better progress. In some cases the work is too easy and in others too difficult.
- In lessons where students make good and outstanding progress the teachers often use questioning very effectively to inspire students to think more deeply and respond more thoughtfully. These teachers also help to develop students' verbal skills by encouraging them to use subject-specific vocabulary when answering questions. In the weaker lessons teachers tend to ask fewer, less challenging questions.
- Teaching assistants are deployed well to support students' learning and help them to make good progress.
- The impact of teaching on students' good outcomes is enhanced by the very effective communications between pastoral and academic staff. Teachers are routinely informed of any incident or change in a student's personal circumstances that may impact on their learning, so that this can be appropriately planned for.
- The Year 7 catch-up premium is used very effectively to support a range of interventions to improve literacy and numeracy. This includes development of the academy library, the 'get caught reading' programme, and the appointment of a literacy coordinator. The funding also supports work across the curriculum and in tutorial time. Academy tracking data show a positive impact on the reading ages of students eligible for the premium and an improvement in their numeracy scores. However, too few students develop their knowledge and understanding through wider reading in their own time, particularly older students.
- The quality of marking and feedback is good. Work is consistently marked for spelling, punctuation and

grammar and students are given guidance on how to improve their work further.

The achievement of pupils is good

- Students enter the academy with attainment that is well below the national average. At the end of Year 11 attainment is close to national averages overall and in English and mathematics. This indicates that students make good progress from their starting points.
- Students make good progress in the majority of lessons across a wide range of subjects and their books show that standards of work and presentation have improved and are now good.
- In English and mathematics students make securely good progress in all year groups.
- Appropriate curriculum options and very effective support systems for students with disabilities and those with special educational needs ensure that they make good progress.
- Disadvantaged students achieve well and although an attainment gap remains between these students and their peers, it is narrowing. In English the attainment of disadvantaged students improved to just under one third of a GCSE grade lower than others nationally and just under half a GCSE grade lower than others within the academy. In mathematics, the attainment of disadvantaged students improved to one GCSE grade lower than others nationally and one GCSE grade lower than others within the academy.
- The most able students make levels of progress in-line with similar students nationally. Academy data indicate a marked improvement in the proportion of students making better than expected levels of progress in mathematics and English.
- Monitoring data show that students who are educated at off-site alternative provision make expected levels of progress in relation to their starting points.

The sixth form provision is good

- Students achieve well in the sixth form because teaching is good overall and curriculum provision meets the needs of those who choose to stay on at the academy. Retention rates sometimes dip due to the challenges students face outside of the academy but students appreciate the lengths the staff go to to keep them on board and the flexibility they offer to enable them to return and succeed.
- Disadvantaged students perform well due to the excellent support they receive. Additional lessons are timetabled for those who have yet to attain a grade C in GCSE English and mathematics. Success rates are good with only one student leaving the sixth form in 2014 without a C grade in both subjects.
- Teachers demonstrate good subject knowledge and vocational experience. They have high expectations of what their students can achieve. Students rise to the challenge, act with maturity in lessons and take advantage of the many and varied enrichment activities on offer.
- An extensive programme of personal, social, health and economic education ensures that the students have a good awareness of the potential risks to their health and well-being and how to manage them.
- Leadership of the sixth form is good and supported by senior leaders across the academy. The quality of teaching and learning is monitored effectively and swift actions are taken to remedy any signs of underperformance or underachievement through targeted support.
- Students are very well prepared for the next steps in their education, training or employment. Careers education, information, advice and guidance are impartial and comprehensive. As a result, students select appropriate courses in the sixth form and are well-informed of their post-16 choices and how to access them. Enrichment activities such as vocational placements, overseas trips, the Three Peak Challenge, and a wide range of visits and visitors help to broaden the students' experiences and enhance their future opportunities.

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	135875
Local authority	Manchester
Inspection number	462632

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	563
Of which, number on roll in sixth form	24
Appropriate authority	The governing body
Chair	David Cain
Principal	Damian Owen
Date of previous school inspection	6 November 2013
Telephone number	0161 998 3992
Fax number	0161 998 5144
Email address	admin@manchesterhealthacademy.org.uk

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Sharston Sure Start Children's Centre

Poundswick Children's Centre, Poundswick Lane, Sharston, Manchester, M22 9TA

Inspection dates	22–23 April 2015
Previous inspection date	Not previously inspected

Overall effectiveness	This inspection:	Requires improvement	3
	Previous inspection:	Not previously inspected	
Access to services by young children and families		Requires improvement	3
The quality of practice and services		Requires improvement	3
The effectiveness of leadership, governance and management		Requires improvement	3

Summary of key findings for children and families

This is a centre that requires improvement. It is not good because:

- Not enough children and families from those groups that the centre has identified as in most need of support are regularly engaged in its activities.
- The centre does not have a robust system in place to track children's progress and the gap in achievement between the majority of children and those in danger of falling behind is not closing rapidly enough.
- The centre has not succeeded in improving the proportion of mothers who sustain breastfeeding or in reducing obesity for young children.
- Data and management information provided by the local authority and used by the centre and its partners are not always sufficiently accurate or analysed in enough depth, particularly about families living in the area and key health information. As a result, leaders do not have the necessary information to set precise targets for improvement and to show the full impact of the centre's work. This hinders sharper evaluation and monitoring by leaders and the advisory board to drive the centre forward.
- Parents are not sufficiently involved in developing the centre and they are not represented on the advisory board.

This centre has the following strengths:

- Parents feel welcomed, valued and speak highly of centre staff who treat them with respect. They consider the centre to be a safe place where they are able to drop in at any time for friendship and support.
- Good partnerships with a range of professionals enhance the centre's provision and help ensure that families in need of extra support receive good care and guidance in a timely and consistent manner.
- Young parents benefit from a supportive atmosphere in which they learn good parenting skills and develop their confidence.
- Opportunities for parents to access courses and improve their basic skills, language and employability skills are good.

What does the centre need to do to improve further?

- Increase the number of those children and adults that the centre has identified as in most need of its support, who make regular use of its services.
- Improve the impact of centre practice and services for children and families by:
 - working with health partners to increase the number of mothers who sustain breastfeeding for at least six-to-eight weeks and reduce obesity levels in young children
 - improve tracking systems and partnership working with early years partners to monitor children's progress and rapidly close the gap in achievement between the majority of children and those in danger of falling behind.
- The local authority should work more effectively with Barnardo's, centre leaders, partners and the advisory board to improve the monitoring and evaluation of the centre's work by:
 - ensuring that all data provided to the centre, particularly about families and children living in the area and key health information, are up to date, accurate and analysed in enough depth so that they give centre leaders a clear picture of the impact of services on families' lives
 - establishing clear and measurable performance targets for all aspects of the centre's work
 - involving parents more in shaping the services that the centre offers and ensuring their voices are heard at a strategic level on the advisory board.

Information about this inspection

The inspection of this children's centre was carried out under Part 3A of the Childcare Act 2006 as amended by the Apprenticeships, Skills, Children and Learning Act 2009.

This inspection was carried out by two additional inspectors.

The inspectors held meetings with the Barnardo's children's services manager and team manager and local authority representatives. They also held meetings with centre staff, parents, members of the advisory board and a number of partners, including health, education and children's social care professionals.

The inspectors visited a number of sessions including, 'Inbetweenies' and 'Baby Registration' sessions.

They observed the centre's work, and looked at a range of relevant documentation, such as the centre's self-evaluation document, action plan, a sample of case studies, parent evaluations, key policies and the centre's safeguarding procedures. Throughout the inspection they also took the opportunity to talk with adult and child users of the centre.

Inspection team

Tara Street, Lead inspector

Additional Inspector

Qaisra Shahraz Ahmad

Additional Inspector

Full report

Information about the centre

Sharston Sure Start Children's Centre is a stand alone centre which covers the areas of Sharston, Peel Hall, Crossacres and Benchhill South. It offers a range of services which include child health services, family play sessions, parenting programmes, adult learning and family outreach services.

There are approximately 871 children aged under five years living within the area, of whom 710 live in the 0-30% most deprived areas in the country. Most families served by the centre are of White British heritage with a small but growing South Asian, African and Eastern European community. Levels of unemployment are high, with 38.1% of children living in households dependent upon workless benefits. Most children enter early years provision with knowledge and skills that are below those typical for their age. There are three local primary schools in the area and childcare provision is delivered by a range of providers. These are subject to separate inspection arrangements and the reports are available on the Ofsted website: www.gov.uk/ofsted.

The centre has identified pregnant teenagers and teenage parents, workless households and children's school readiness as those most in need of its support.

Governance of the centre has been provided by Barnardo's on behalf of Manchester local authority since 1 April 2015. The centre has an advisory board that is shared with two other local children centres, that includes providers, delivery partners and members of the local community.

Inspection judgements

Access to services by young children and families

Requires improvement

- Most families from the area, including those living in the most deprived areas, are registered with the centre. However, the centre is not managing to engage and maintain contact with the large majority of these families, particularly those in workless households, young children getting ready for school, minority ethnic groups and those experiencing domestic violence.
- Information sharing between health partners has a positive impact on providing coordinated early support for children and families. For instance, the close partnership working with health partners and attendance at the baby registration clinic ensure that the centre knows about expectant mothers and all new births within the area. As a result, families' individual needs are assessed quickly and appropriate packages of support put in place.
- The small number of families, who are identified as in need of support and referred to the centre for one-to-one help, engage well with outreach workers and partner agencies. For instance, young parents and pregnant teenagers benefit from outreach workers close liaison with the teen midwife, counselling service and Connexions. The centre works effectively with Lorna Lodge housing unit for young mums where they deliver 'Stay and Play' sessions and workshops such as 'Food and Mood' and 'Sleep Well'.
- Staff work hard to ensure the centre provides a warm and welcoming atmosphere. This ensures that those less likely to engage feel comfortable coming to the centre to access services and activities. Typical comments from parents include: 'I look forward to coming to the centre and the staff are so supportive, I love it', 'I get lots of support and advice and it's a safe, friendly place', and, 'Everything is much better now'. However, not enough families are currently benefiting from the services provided by the centre.
- The large majority of eligible two-year-olds, and most three- and four-year-olds access free nursery education. Centre staff carefully monitor the eligible two-year-olds who do not take up the offer and help these children to attend centre activities, which promotes their social and communication skills.

The quality of practice and services

Requires improvement

- Families who access the centre's services benefit from an appropriate range of activities, including those that are open to all and those which are specifically designed for those identified as most in need of support. However, the low numbers of some groups who have been identified as in need of support engaging with these services hinders the centre's overall impact on reducing inequalities and improving life chances.
- The uptake of immunisations and child development checks is high, but not all of the centre's health-related aspirations are met. In particular, the proportion of mothers who keep breastfeeding for at least six-to-eight weeks is reducing and is below both the local and national average. The number of children in Reception Year who are obese has increased. In addition, the lack of regular, up-to-date key health information prevents the centre from monitoring more effectively the impact of its work and responding more quickly to need.
- The centre works appropriately with local schools and some early years providers and is working to extend these links further. Overall, there is a trend of improvement in Early Years Foundation Stage profile scores across the area for the majority of children. However, the gap between the lowest achieving children, those on free school meals and the rest has increased and the centre is unable to demonstrate how it is helping to reverse this trend and get children better ready for school.
- Staff have recently begun to track and monitor the progress that a small number of children make when accessing centre activities. However, these are in the early stages of development and as a result, the centre is unable to demonstrate the impact of its work effectively on improving outcomes for children.
- Outreach workers are very knowledgeable and demonstrate good levels of professional expertise. They carefully identify, plan and provide support for those families identified as most in need. As a result, parents enjoy a good range of opportunities through one-to-one support in the home to extend their parenting skills and knowledge. Parents learn how to deal with issues such as safety in the home, domestic violence, mental health and managing their child's behaviour, which has a positive impact on the course of family life.
- Families who use the centre have access to a good range of family and adult learning courses, including 'Parent Survival' courses, 'English for Speakers of Other Languages', basic English, mathematics and computer sessions. This effectively builds their confidence, raises aspirations and enhances their employment opportunities. The systems to track adults' progress towards learning and employment provide clear evidence of the centre's impact on increasing economic well-being.

The effectiveness of leadership, governance and management

Requires improvement

- Data and management information provided by the local authority and health partners about the engagement of some families identified as in most need of support and key health information are not always accurate, up to date or analysed robustly enough with partner agencies. As a result, leaders do not hold a sufficiently clear picture of the full impact of the centre's work regarding the take-up of services and the improvements being made for the families who access them. This weakens the ability of the advisory board and the local authority to offer challenge regarding the centre's ongoing performance.
- New centre leaders and the well-attended advisory board have an appropriate knowledge of most of the strengths and weaknesses of the centre, and the priorities for development. The local authority and Barnardo's check on the centre's performance appropriately through an annual review and ongoing monitoring of services throughout the year. However, precise, measurable performance targets are not always set by the local authority or by the centre in the action plan. This hampers leaders and advisory board members from robustly monitoring the impact of the centre's services on reducing inequalities for children and families effectively and in ensuring further improvements.
- There are not enough opportunities for parents to contribute to shaping the future direction of the centre. For example, not enough has been done to gather a wide range of parents' views on the quality of services or to ensure that their voices are heard on the advisory board.

- The new management and staff team are well qualified, show enthusiasm and are highly committed to improving families' well-being. They have begun to implement a number of new initiatives, such as starting a young parent group but it is too soon to see any impact.
- Staff supervision is regular, supportive and leads to appropriate training. Leaders regularly monitor the quality and impact of services and take swift steps if they are not good enough. Resources are used to good effect to meet the needs of those families who attend regularly.
- Good arrangements are in place to promote the safeguarding and welfare of children. Case files demonstrate that the Common Assessment Framework process and partnership working are effective. For example, staff effectively support those who are subject to a child protection plan, looked after children or who are identified as being in need to help to reduce safety concerns and improve families' circumstances. 'Outreach staff are amazing. They are very responsive and proactive', and, 'they get things done!' are typical comments from partners about outreach staff.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	Practice consistently reflects the highest aspirations for children and their families and, as a result, inequalities are reducing rapidly and gaps are closing.
Grade 2	Good	Practice enables most children and their families to access good quality services that improve children's well-being and achieve the stated outcomes for families.
Grade 3	Requires improvement	Performance is not as good as it might reasonably be expected to be in one or more key areas.
Grade 4	Inadequate	The needs of children and families in its area are not being met and/or the leaders and managers are not providing sufficient challenge to bring about improvement to the quality of services.

Children's centre details

Unique reference number	22678
Local authority	Manchester
Inspection number	455060
Managed by	Barnardos on behalf of the local authority

Approximate number of children under five in the reach area	871
Centre leader	Emma Hawley
Date of previous inspection	Not previously inspected
Telephone number	0161 234 4716
Email address	emma.hawley@barnardos.org.uk

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Big Life Moss Side Nursery

Moss Side Childrens Centre, 30 Selworthy Road, Manchester, M16 7UH



Inspection date	9 April 2015
Previous inspection date	20 June 2014

	This inspection:	Good	2
The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide a range of stimulating activities that challenge children's development across all areas of learning. Therefore, all children are making good progress towards the early learning goals in readiness for school.
- Children are effectively safeguarded because staff have had suitable checks completed and have a good understanding of their role in keeping children safe from harm.
- The caring staff team ensure that good relationships between children and themselves are well established. Consequently, children form strong bonds and they are happy and settled.
- The management team has a clear vision for further improvements and several action plans are in place. Managers encourage staff's professional development through training, observations of practice and role modelling, which demonstrates high aspirations and a drive towards quality.
- Children with English as an additional language make good progress in English because staff use a range of strategies, including using repetitive language and singing, to enhance children's speaking skills.

It is not yet outstanding because:

- The information shared between staff and parents varies. As a result, not all parents have a shared understanding of children's achievements and a full awareness of the organisation of the nursery.
- Staff do not use all opportunities to extend children's thinking about how and why things work to support their understanding of the world.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the strategies to engage all parents fully in the learning and development of children and extend information that is shared with parents about the organisation of the nursery
- extend children's thinking skills by using opportunities in play to question children about how and why things happen and allow them to problem solve.

Inspection activities

- The inspector observed children and staff interaction indoors and outside and sampled children's learning journals.
- The inspector conducted a joint observation with the manager.
- The inspector sampled policies, procedures, staff qualifications and the Disclosure and Barring Service checks.
- The inspector took into consideration the views of children, parents and staff.
- The inspector discussed the observation, assessment and planning processes with the manager.

Inspector

Joanne Ryan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff observe children playing and assess children's current skills. They use this information to plan activities that challenge children, which enables all children to make good progress towards the early learning goals. The good teaching ensures children are acquiring the key skills required for their next stage in learning. Parents receive monthly newsletters and there are displays to support parents to understand how children learn, which enables parents to continue learning at home. Staff summarise children's learning at the end of each month and share with some parents their plans for children's next steps in learning. However, there is variable practice in the relationships with parents and all parents are not always well informed about the organisation of the nursery and the children's learning. Staff provide running commentary as children play and talk to children about what they are doing, which enhances their communication and language skills. However, they do not use every opportunity to extend the thinking of the more able children by asking questions about how and why things happen.

The contribution of the early years provision to the well-being of children is good

Staff provide a good range of resources supporting all areas of learning, for children to select from, and children can choose to play indoors or outside. This means that children have good opportunities to become independent learners. Staff are responsive to the needs of children. For example, they recognise when children need their noses wiping and when they need a drink. As a result, children's needs are well met. Staff gather information from parents about children's care and learning needs when children first start to attend the nursery. This enables children to settle easily into the nursery and allows staff to plan initial activities based on what children can already do. Staff provide children with lots of praise for their efforts, which builds their confidence and self-esteem.

The effectiveness of the leadership and management of the early years provision is good

The managers and staff have made several improvements since the last inspection and have addressed all the previous areas for improvements, which demonstrates a good capacity for continuous improvement. The managers monitor the educational programme closely by analysing and comparing progress made in learning and development by different groups of children. This enables them to identify the areas where children are making least progress and quickly intervene. As a result, all children are making good progress in all areas of learning and development. Staff have regular supervision meetings and the early years lead provides training based on the staff needs. Therefore, the staff continuously improve their knowledge and skills, which results in improved teaching skills. Staff visually check areas where children play and there are written risk assessments in place, which helps to minimise the risks the children. Managers analyse the number of accidents and incidents and identify any common themes so they are able to implement additional measures if required.

Setting details

Unique reference number	EY473138
Local authority	Manchester
Inspection number	981046
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	76
Name of provider	The Big Life Company Limited
Date of previous inspection	20 June 2014
Telephone number	01612260162

Big Life Moss Side Nursery was registered in 2013. It is one of seven nurseries registered with The Big Life Company Limited. The nursery employs 13 members of childcare staff. All of whom hold an appropriate early years qualification at level 2,3 and 4, including one with Early Years Professional status and one with Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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Chrysalis Manchester

4-6 Westerling Way, Moss Side, Manchester, Lancashire, M16 7EA



Inspection date	4 March 2015
Previous inspection date	12 September 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The provider has not improved the quality of her staff's teaching since the last inspection. As a result, children do not progress well in their learning.
- Planning and delivery of the educational programme does not take into account that for the majority of children English is an additional language.
- Staff do not have a clear idea of where the children are in their learning, and this limits how well they plan for children's next steps and how accurately they report to parents.
- Resources are worn and sparse and do not ignite the children's interest particularly for those whose home language is not English.

It has the following strengths

- The children experience a balanced routine including experiencing outdoor play on a daily basis.
- Children and their families feel welcome at the setting and have formed positive attachments with the staff.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the checks on the quality of the staff's work so they receive regular feedback, support and training to improve the quality of teaching and children's learning
- ensure the educational programme is covered in a systematic way taking into account children's individual learning needs particularly for those whose home language is not English
- ensure accurate assessments are made of the children's learning and development, and use this information along with contributions from the parents to plan for the next stage in the children's learning
- ensure that there are enough good quality resources to promote all of the areas of learning, including to support the speaking of children who have English as an additional language.

To meet the requirements of the Childcare Register the provider must:

- ensure the resources and activities are suitable for the ages of the children (Compulsory Childcare Register)
- ensure the resources and activities are suitable for the ages of the children (Voluntary Childcare Register)

Inspection activities

- The inspector observed children's activities indoors and outdoors.
- The inspector spoke to members of staff and children during the inspection.
- The inspector held a meeting with the provider/manager of the provision.
- The inspector gained information from the local authority about support given to the setting
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including a sample of policies and procedures.

Inspector

Joan Isabel Madden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

Overall the quality of teaching is weak. Too little account is taken of the fact that the majority of children do not have English as a home language. As a result the children are not taught in the most relevant way and their individual learning needs are not met. This hampers their progress to the next stage in their learning and readiness for school. Instead there is an over emphasis on specific areas, such as, mathematics and literacy, before they have achieved basic speaking skills. There are not enough opportunities, both for them to use their home language in play and learning and to develop their English speaking skills. Children's play tends to be over-directed by adults and as a result this limits their opportunities to explore, investigate and make links for themselves. Assessment of the children's progress is often inaccurate resulting in their next learning steps not being correctly identified. As a result staff do not effectively track the progress of children in their learning and development.

The contribution of the early years provision to the well-being of children requires improvement

The children are happy and settled. They experience a reasonably balanced routine using both the indoor and outdoor areas. There are good relationships between the staff and children, who approach them confidently when they require attention. On many occasions the staff were observed gently guiding and supporting children. The children are well-behaved. Staff understand their duties in protecting children from harm and to respond in a timely and effective way to safeguard children. The main room is welcoming and no safety issues were identified. However, the resources appear worn and sparse and although they cover the areas of learning, they are limited and some are of poor quality. In particular there are not enough interesting resources and displays to encourage children to talk about them. There are some opportunities for children to develop an understanding of healthy lifestyles helping to prepare them for school. For example, they are encouraged to manage their personal hygiene routines and are provided with fresh fruit and vegetables at snack time. However, this is not strengthened through discussion or explanation.

The effectiveness of the leadership and management of the early years provision is inadequate

The provider is realistic and knows that in order to deliver the requirements of the Early Years Foundation Stage the leaders need to accurately identify the full range of areas for improvement. In particular the quality of the staff's work is not accurately checked and as a result they do not receive useful feedback, support and training to improve the quality of teaching and children's learning. As a result the staff do not effectively identify the children's learning needs and identify ways to promote these. This is particularly important given that the majority of children who attend do not speak English as their first language. Parents speak highly of the setting and appreciate the care and support given to them and their children. Staff and parents talk on a regular basis regarding general matters, activities and routines. Parents are not encouraged to contribute to their children's

learning and development. They do not receive accurate information about their children's progress because assessment information is not always correct.

Setting details

Unique reference number	EY265641
Local authority	Manchester
Inspection number	1003935
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	0
Number of children on roll	6
Name of provider	The Chrysalis Project Committee
Date of previous inspection	12 September 2014
Telephone number	0161 226 8090

Chrysalis is a nursery linked to a family support drop-in centre located in the Alexandra Park Estate, Moss Side, south of central Manchester. It was registered with Ofsted in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is managed by a committee. It operates Monday to Friday all year round, with the exception of bank holidays and Christmas week. Sessions are generally from 9am until 3pm, although the actual hours may change depending on the needs of the service users. The majority of children speak English as an additional language. The nursery currently employs six members of childcare staff, including the centre manager. Of these, three hold appropriate early years qualifications at Level 3 and one at Level 2, although one staff member is on maternity leave and another staff member is on short-term cover. All children receive nursery funding.

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