

School report



Newall Green High School

Greenbrow Road, Wythenshawe, Manchester M23 2SX

Inspection dates

14–15 March 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
16 to 19 study programmes	Inadequate
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders do not provide an acceptable quality of education for pupils at the school. They do not demonstrate the capacity to make the improvements that are urgently required.
- Those responsible for governance are not equipped to bring about the improvements the school urgently requires.
- Pupils' outcomes did not meet the government's current floor standard in 2017. Pupils' progress in English and mathematics was among the lowest 5% nationally. Current pupils' progress is inadequate.
- Leaders do not use additional funding for disadvantaged pupils effectively. Consequently, the progress and attendance of these pupils are poor. Disadvantaged pupils are far more likely than others to be excluded from school.
- Leaders do not routinely monitor, assess and refine improvement plans. They do not effectively evaluate the impact of their actions on pupils' progress.
- Leaders do not use the funding provided for pupils who have special educational needs (SEN) and/or disabilities effectively to ensure that these pupils make good progress.
- Leaders do not use the Year 7 literacy and numeracy catch-up funding effectively.
- Leaders have an overgenerous view of the quality of teaching. As a result, their plans to improve teaching lack the precision required.
- Leadership of teaching, including subject leadership, does not demonstrate the capacity to bring about the improvements required.
- Teachers do not routinely set pupils work which closely matches their ability, so they do not make the progress that they should.
- Too many teachers do not have consistently high expectations, so pupils do not attain the high standards that they should.
- Pupils' attendance is below average. Persistent absence is above the national average.
- Too many pupils demonstrate poor behaviour around school and in lessons.
- The standard of education provided in the sixth form is inadequate. Too few students make the progress that they should, attend school regularly, complete courses or move on from school to education, employment or training.

The school has the following strengths

- Pupils make good progress in art, dance and drama because teaching is routinely good.
- Pupils respect others and value differences.
- Leaders provide pupils with a broad and balanced curriculum.
- Pupils are safe and looked after well.



Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Rapidly improve outcomes for all pupils, particularly those who are disadvantaged or have SEN and/or disabilities, so that they make good progress from their starting points.
- Improve leadership and management by ensuring that:
 - leaders monitor, assess and refine improvement plans regularly and rigorously, so that improvements are rapid and sustained
 - all leaders evaluate the impact of their actions on pupils' progress
 - leaders use the pupil premium funding so that disadvantaged pupils make the progress that they should
 - leaders manage additional funding for pupils who have SEN and/or disabilities effectively, so that this group makes at least good progress
 - leaders manage the Year 7 catch-up funding effectively
 - senior leaders assess the quality of teaching in the school accurately so that they can precisely plan the improvements that are urgently required
 - the leadership of teaching, including subject leadership, is effective.
- Improve the quality of teaching, learning and assessment, by:
 - insisting that all teachers have the highest expectations so that pupils achieve high standards
 - ensuring that pupils are routinely set work that closely matches their ability, so that they make the progress that they should.
- Improve pupils' personal development, behaviour and welfare, by:
 - increasing the attendance of all pupils, especially that of disadvantaged pupils, so that it is at least in line with the national average
 - eliminating poor behaviour in lessons and around the school
 - reducing the number of disadvantaged pupils who are excluded from the school.
- Improve the quality of the 16 to 19 study programme by ensuring that all students:
 - attend school regularly
 - complete their study programme
 - achieve qualifications that enable them to progress to their next stage of education, employment or training.



An external review of the school's use of the pupil premium should be undertaken in order to ascertain how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.



Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders, including those of the Prospere Learning Trust, which sponsors the school, are not effective in providing an adequate standard of education at the school. The trust currently provides additional leadership at the school, particularly focused on improving teaching and pupils' progress. However, their actions and those of other leaders in the school lack sufficient impact. Leaders do not demonstrate the capacity to bring about the improvements that are urgently required.
- Senior leaders are aware of the challenges that the school faces. They describe recent and current outcomes as inadequate. Pupils' examination results in 2017 were below the government's current minimum floor standard and among the lowest 5% nationally in English and mathematics. Leaders' actions to improve pupils' progress have not been effective. Consequently, senior leaders were unable to provide evidence of an improving picture for current pupils.
- Leaders' actions to ensure that pupils experience a good quality of education are not effective. Plans are not monitored, evaluated and refined regularly or precisely enough. As a result, the quality of teaching, pupils' conduct and attendance, and pupils' progress remain poor.
- The proportion of disadvantaged pupils at the school is far larger than average. School leaders recognise that by securing a good standard of education for these pupils, school standards will rise overall. However, leaders' use of the additional funding for disadvantaged pupils is not effective. The actions that they plan do not have the impact required. As a result, in 2016 and 2017 disadvantaged pupils made significantly less progress than others nationally and the progress of current disadvantaged pupils remains weak. The attendance of disadvantaged pupils is lower than that of other pupils nationally. In addition, disadvantaged pupils are far more likely to be excluded from the school than others. Almost all pupils who were excluded for a fixed period in this academic year are disadvantaged.
- The school has a larger-than-average proportion of pupils who have SEN and/or disabilities. School leaders do not manage or use the funding for these pupils effectively. Leaders have commissioned a review of the effectiveness of the school's special educational needs provision because they recognise it is an area of weakness. The support that pupils currently receive is not routinely matched to their specific requirements. Consequently, too many pupils who have SEN and/or disabilities do not make the progress that they should.
- When meeting with inspectors, senior leaders demonstrated a secure understanding of the characteristics of effective teaching. However, their current evaluation of the quality of teaching across the school is overgenerous. Consequently, school leaders' plans to improve teaching, including staff training, are not based upon an accurate picture of current practice. As a result, they have not made the improvements urgently required to ensure that pupils are routinely taught well.
- Too often, subject leadership is not effective in improving the standard of education pupils receive. At its best, such as in art, pupils are taught well, enjoy learning and make strong progress. In these areas, teachers routinely uphold the high expectations



set by senior leaders. However, too regularly subject leaders in other areas, including in English, mathematics and science, are not effective in ensuring that the same strengths are consistently in evidence in the subjects for which they are responsible.

- Leaders' use of the Year 7 catch-up funding is not well managed. Actions to improve pupils' literacy and/or numeracy are not regularly monitored, evaluated and refined. As a result, the impact of the support that pupils receive is not consistently effective.
- Senior leaders ensure that pupils have access to a curriculum which broadly matches their needs. However, pupils do not make the progress they should because the quality of teaching is inadequate. Pupils follow a range of academic, arts, technical and sporting subjects at key stage 3. The choice available to pupils at key stage 4 is designed to prepare them well for the next stage of their education. It includes academic and vocational courses. Pupils enjoy attending the broad range of cultural, creative and sporting activities which take place outside of lessons.
- Leadership of careers education is effective. The impartial advice provided means that despite too many pupils achieving lower examination results than they should, almost all of them move on to post-16 education, training or employment.
- Pupils' spiritual, moral, social and cultural development is effective. Leaders ensure that pupils are prepared well for life in modern Britain. Pupils have a clear understanding and knowledge of fundamental British values, including their own rights and responsibilities and those of others.
- Of the 15 responses to Ofsted's online survey, Parent View, 10 of respondents said that they would not recommend the school to others.
- It is recommended that the school does not appoint newly qualified teachers because the school requires special measures and pupils' personal development, behaviour and welfare are inadequate.

Governance of the school

- Governance is not effective in ensuring an acceptable standard of education at the school. Those responsible for governance, including trustees, do not know the school well enough, so they do not challenge and support school leaders effectively. For example, governors told inspectors that they were caught by surprise by the poor examination results in 2017. The impact of actions to improve the progress of current pupils does not demonstrate the capacity to improve. Governors themselves describe current outcomes as 'inadequate'.
- Governors are not effective in ensuring that school leaders use the additional funding provided to support disadvantaged pupils and those who have SEN and/or disabilities effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders maintain good-quality safeguarding records. There are systematic procedures for checking the backgrounds of staff when they are appointed.
- Staff, including non-teaching staff, are vigilant in identifying potential risks to pupils,



such as radicalisation, bullying and pupils' mental well-being. Staff and pupils' awareness of potential risks is regularly maintained and kept up to date. There is an effective culture of safeguarding at the school.

- School leaders work effectively with parents and carers and external agencies and act swiftly when required. Checks made by inspectors demonstrated that referrals are followed up in a robust manner and that record-keeping is good.
- Pupils, parents and staff say that pupils are safe and looked after well. Leaders ensure that pupils have a clear understanding of the risks which might affect them and how to keep safe, including online. Pupils know to whom they should report concerns and how to do this.

Quality of teaching, learning and assessment

Inadequate

- Teaching, learning and assessment are inadequate. Weak teaching is too prevalent over a range of subjects, including English, mathematics and science, and in all year groups, including Year 7. It does not support pupils, including the many who are disadvantaged or those who have SEN and/or disabilities, in making the progress that they should. Teaching is consistently stronger in a small number of arts-focused subjects, including art, dance and drama.
- School leaders have an overgenerous view of the standard of teaching at the school. They have not been effective in tackling poor teaching and making the improvements that are urgently required.
- Teachers do not routinely use the assessment information they have about pupils to plan work at the appropriate level. Pupils are often set the same work as their peers, regardless of their starting point or level of understanding. Consequently, teachers do not challenge pupils sufficiently for them to make good progress.
- School leaders accurately identify the current weaknesses in the teaching and progress of pupils who have SEN and/or disabilities. However, too often these pupils are not provided with the support they need to complete successfully the work that they are set.
- Teachers in some subjects, such as art, dance and drama, plan questions that provide pupils with the opportunity to think and reason deeply. However, in other subjects pupils, including those with middle and high starting points, are not asked sufficiently challenging questions. Consequently, they do not make the progress that they should.
- Teachers effectively inform pupils about how to improve their work in art, dance and drama. Teachers in these subjects plan interesting activities and use their strong subject knowledge to make it clear to pupils what they need to do to improve. Consequently, pupils make alterations and clarify their misunderstandings, for example when performing or speaking. However, in too many subjects, including English, mathematics and science, such practice is weak or too variable.
- Pupils and parents say that homework is set regularly and that the work is of an appropriate standard.
- School leaders provided inspectors with reports that they send home to parents. These documents contain information about pupils' current progress. Most parents who responded to Ofsted's online survey, Parent View, said that they receive valuable



information from the school about their children's progress.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Most of the pupils whom inspectors met during the inspection spoke positively about their school. They say that they are well supported and cared for by staff. They would recommend the school to others.
- Leaders' plans to support the transition of pupils from primary school are generally effective. Staff gather information that supports pupils' transition to secondary school and they share pastoral information effectively. The Year 7 pupils with whom inspectors spoke were positive about the school. They said that they are happy at the school. However, they said that, despite feeling safe generally, the boisterous behaviour of some of the older pupils around the school sometimes unsettles them.
- Teachers' expectations of how pupils present their work are not consistently high enough. In these cases, too many pupils do not demonstrate strong resilience and so their work lacks accuracy and care. Consequently, this aspect of pupils' personal development requires improvement.
- Pupils regularly learn about fundamental British values and other faiths and cultures. They provided inspectors with effective examples to demonstrate how they value differences and respect views different from their own. Pupils are adamant that racism and homophobia have no place at the school.
- Most pupils and parents say bullying is rare at the school. When bullying does take place, pupils say that they know how to report it and are confident it is dealt with effectively by school staff.
- Pupils are taught how to identify dangers and remain safe online. Their online safety is further supported by safety checks, including filtering systems across the school's computer network.
- School leaders take seriously their responsibility for pupils' mental and physical health. Pupils' emotional well-being is in sharp focus. Leaders ensure that staff are vigilant in identifying signs that a pupil's emotional well-being may be at risk. Leaders provide or direct these pupils to a range of services to support them and meet their needs.
- The school provides effectively for the personal development and welfare of the small number of pupils who attend alternative provision.

Behaviour

- The behaviour of pupils is inadequate.
- Pupils' attendance overall is lower than the national average. The number of pupils who are persistently absent is above the national average. School leaders' actions to improve pupils' attendance, especially those who are disadvantaged, have not been



consistently effective. Consequently, there is no trend of sustained improvement and rates of absence remain higher than historical national averages.

- Pupils' behaviour in lessons is too variable. Pupils generally behave well where teachers have high expectations and set work that matches their ability. However, too frequently teachers' expectations of pupils' behaviour do not match those set by school leaders and this results in disruption to learning. Additionally, pupils lose concentration when the work that they are set is not challenging enough.
- At break, lunchtime and change of lessons, pupils' conduct is too variable. Many pupils move around the school in an orderly manner but a significant minority do not. These pupils are slow to respond to staff when they encourage them to moderate their behaviour or arrive punctually at lessons. The conduct of disadvantaged pupils is particularly concerning because almost all pupils excluded from the school this year are disadvantaged.
- School leaders manage effectively the attendance, behaviour and safeguarding of the small number of pupils who attend alternative provision.

Outcomes for pupils

Inadequate

- Pupils' examination results in 2016 and 2017 were significantly lower than those of others nationally. In 2017, results were below the government's minimum floor standard.
- Inspectors' analysis of pupils' current work showed that their progress is inadequate. Too many pupils across a broad range of subjects have not been challenged sufficiently or supported in making the progress that they should. Consequently, their current attainment is not at the level that it should be.
- Outcomes for disadvantaged pupils are inadequate. There are proportionally more disadvantaged pupils in the school than is the case nationally. The progress that these pupils made in examinations in 2016 and 2017 was significantly less than that of others nationally. The current progress of disadvantaged pupils in key stage 4 remains stubbornly low across a wide range of subjects.
- Pupils' outcomes in English and mathematics are inadequate. In 2017 pupils' examination results in these subjects were in the lowest 5% nationally. Despite an improving picture for a minority of current pupils in English at key stage 3, school leaders accurately judge that too much variation remains. Pupils do not make the progress that they should in English and mathematics.
- Pupils who have SEN and/or disabilities do not currently make the progress that they should. There are proportionally more pupils who have SEN and/or disabilities than is the case nationally. Staff do not set these pupils the appropriate level work or ensure that the support that they provide is well matched to their needs. Consequently, the outcomes of pupils who have SEN and/or disabilities are inadequate.
- Leaders have acted effectively to improve the outcomes of pupils who follow alternative provision. The quality of these courses has improved because of the development of the school's own provision and the scrutiny provided by leaders. Consequently, the pupils who follow these courses move on to further education, employment or training.



- The proportion of pupils who progress to further education, employment or training is in line with the national average. However, because of the inadequate quality of their education, too many pupils do not move on to the higher qualifications of which they are capable.

16 to 19 study programmes

Inadequate

- Leaders are not effective in providing an acceptable quality of education in the sixth form. Too many students do not complete the courses that they begin or attend school regularly. Consequently, too many students do not make the progress that they should or move on to appropriate education, employment or training.
- Leaders have not demonstrated the capacity to secure the rapid and sustained improvements required in the sixth form.
- Leaders' vision for the sixth form is to provide an opportunity for pupils with low outcomes at key stage 4 to sustain an educational pathway and attain the qualifications they require to move on to appropriate education, employment or training. Most students follow level-2 vocational courses. However, the number of pupils who study at the sixth form is small and decreasing. Currently, only three of the six level-2 courses that are offered are running. A small number of students opt for the level-1 qualifications offered.
- Students' outcomes show that they fail to reach the standard of which they are capable because the quality of teaching is too variable. In 2017 only five of the 24 students who completed their level-2 courses attained the grades that were expected. Consequently, students are not well prepared for their next steps in education or employment.
- Leaders' support for students who need to resit GCSE English and/or mathematics is variable. In 2017 no students who were within a grade of a standard pass at the end of Year 11 attained a grade 4 in their resit. However, for other students the improvements that they made in both subjects exceeded those of others nationally.
- Students who spoke with inspectors said that they are supported well and that they feel safe. Checks made by inspectors confirmed that safeguarding in the sixth form is effective.
- Students' conduct and attitudes to learning are generally positive. However, too many students currently do not attend school regularly. Overall attendance figures for students are lower than they were last year.
- Leaders do not ensure that the students' curriculum consistently meets all the requirements of the 16 to 19 study programmes. Students benefit from some stronger aspects, notably non-qualification activities and work experience. However, careers guidance is not consistently effective. As a result, only 24 of the 35 students completed the courses they began last year. Of those students who completed their course in 2017, one third did not move on to recognised education, employment and/or training.

School details



Unique reference number	141392
Local authority	Manchester
Inspection number	10042415

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

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	619
Of which, number on roll in 16 to 19 study programmes	24
Appropriate authority	Board of trustees
Chair	Jenny Collinson
Principal	Andy Park
Telephone number	0161 4138546
Website	www.newallgreenhigh.manchester.sch.uk
Email address	admin@newallgreenhigh.manchester.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 11.
- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who have SEN and/or disabilities is well above the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is well above the national average.
- The school uses alternative provision for a small number of pupils at Manchester Secondary Pupil Referral Unit, EdStart 13–16 Alternative Provision and Sporting Pathways (MCR).
- The school is part of the Prospere Learning Trust.



Information about this inspection

- Meetings took place with school leaders, teachers, the chief executive officer and representatives of the Prospere Learning Trust, members of the local governing body, and representatives of the local authority.
- Discussions were held with pupils to gather their views on variety of issues including safeguarding, bullying, behaviour, teaching, careers guidance and the curriculum.
- Inspectors examined a range of the school's documentation such as self-evaluation, the improvement plan, assessment information, the pupil premium plan, minutes of governing body meetings, attendance and behaviour records and safeguarding information.
- Inspectors considered 15 responses to the Ofsted online parent questionnaire, Parent View, 30 responses to the Ofsted online pupil questionnaire and 53 responses to the Ofsted online staff questionnaire.
- Inspectors conducted learning walks and lesson observations across a range of subjects and year groups. They were accompanied by school leaders on some of these observations of teaching and learning.
- Inspectors scrutinised the work in pupils' books by undertaking a work analysis with school leaders.

Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Mark Burgess	Ofsted Inspector
Linda Griffiths	Ofsted Inspector
Andrew Cooper	Ofsted Inspector



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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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23 April 2018

Ms Bernice Kostick
Headteacher
North Ridge High School
Alworth Road
Blackley
Manchester
M9 0RP

Dear Ms Kostick

Short inspection of North Ridge High School

Following my visit to the school on 27 March 2018 with Mark Burgess, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in May 2014.

This school continues to be outstanding.

The leadership team has maintained the outstanding quality of education in the school since the last inspection.

You have inspired other leaders and the staff team to have a relentless focus upon school improvement, based upon a clear vision for the school. As a result, this is an outward-looking school that is providing outstanding support to other local special and mainstream schools.

You have followed up recommendations from the previous inspection to develop further the school's sixth-form provision. You now have pupils at three off-site bases where they have increased access to vocational learning. You recognise the outstanding work-related provision and learning offered to pupils will be invaluable when shared even further with other local schools and providers.

You, other leaders and governors work in close partnership to review the school's development actions and progress. Subject leaders and heads of key stages produce evaluative reports that feed into and inform whole-school development planning. A range of school policies and procedures are discussed, agreed and then implemented consistently. For example, teaching and support staff adhere closely to the teaching, learning and assessment policies when inspectors visited classrooms across the school's provision. Senior leaders and governors conduct frequent monitoring visits to check on the quality of lessons or other aspects of the school's



provision. Staff regularly reflect upon their work and benefit greatly from the feedback they receive and any follow-up training.

Pupils' attitudes to learning are exceptionally good. They know what is expected of them in terms of their behaviour in lessons. Pupils appreciate the support provided for them by teaching and support staff. They are set clear learning objectives for each lesson in accordance with their needs and abilities. As a result, all groups, including those who are disadvantaged, make good or outstanding progress, not only in English and mathematics, but across different subjects, including personal, social and health education.

The leadership team has worked exceptionally well in developing a coherent system for recording and tracking pupils' progress. You and the staff team look carefully at pupils' progress records and make changes to their individual education plans where needed. You make highly effective use of external moderation and quality assurance reports to confirm that assessments are accurate and the quality of teaching and learning is never less than good.

Pupils, parents and carers are extremely complimentary about the school. Parents spoken with stated, 'I can't speak highly enough of the school', 'amazing progress with reading and writing while at North Ridge', 'one big happy family', 'excellent communication from school'.

Safeguarding is effective.

Leaders and governors ensure that there are clear and agreed policies, systems and procedures in place for safeguarding and these are all fit for purpose. Appropriate checks are made when recruiting staff to work at the school. Staff and governors benefit from up-to-date training in safeguarding and 'Prevent' duty. As a result, staff have increased awareness about issues such as radicalisation or signs of abuse. Staff spoken with say they raise any concerns at morning briefings and follow an agreed procedure if reporting a definite concern. Pupils spoken with say they are taught and know about the importance of keeping safe online.

Governors have agreed to oversee specific areas so they can report back to the full governing body. For example, the chair of the governing body conducts health and safety walks to check for any possible issues or concerns. Risk assessments are completed and checked to ensure that pupils going off-site are kept safe. Arrangements for safeguarding pupils attending the Cup Cake Café and Clothes Shop at the Abraham Moss Centre are effective. Records are maintained about pupils' attendance and behaviour so that any concerns can be followed up.

Good records are maintained regarding children in need or any child protection issues. Leaders are aware of the most recent local authority safeguarding report findings and seek to address any related concerns, for example when evaluating the school's safeguarding procedures and their impact.



Inspection findings

- Inspectors considered how well you, the leadership team and the governing body have maintained outstanding standards since the previous inspection. They looked at whether the quality of teaching, learning and assessment had continued to ensure that pupils made good or better progress from their starting points and left school with the necessary skills for adulthood. They explored aspects of pupils' personal development, behaviour and welfare, especially pupils' attitudes to and engagement in learning.
- The range of policies and procedures agreed by you and the governing body are applied consistently in all aspects of the school's work. You and senior leaders ensure that there is high-quality teaching, learning and assessment and act swiftly to maintain high standards.
- It is clear that leadership at all levels is a great strength of the school. There is an emphasis upon teamwork which is evident in all contexts, especially in lessons. Teaching assistants are highly valued. They benefit from training and are given opportunities to follow a career path within the school. They work extremely well with teacher colleagues so pupils make the best possible progress in their learning, behaviour and other developmental areas.
- Arrangements for staff appraisal are outstanding because leaders ensure that all staff engage in professional and reflective dialogue about their teaching or support roles. Teachers are encouraged to talk about their successes and what they might improve. This leads to agreed action points, which are followed up fully. The impact and positive benefits are then seen in classrooms.
- Governors are from a range of professional backgrounds. They are passionate about the work of the school. Reports and minutes of governing body meetings indicate that governors are very well informed about school improvement. They ask challenging questions, for example about finances, or the headteacher's support for a local school. They have access to a detailed analysis of progress in learning, behaviour and attendance data, both in written form and through staff presentations.
- Leaders have developed exceptional partnerships with local schools, for example, Barlow Hall Primary School, in the development of pupils' reading skills in local secondary schools. Outreach support staff provide training for mainstream schools in meeting the needs of pupils on the autistic spectrum or those who experience attention deficit hyperactivity disorder. You are also personally providing valuable support for a local special school.
- The teaching and support assistants use assessment extremely well to plan for individual needs. Across each key stage, pupils benefit from personal learning objectives. For example, in key stage 3, pupils with differing abilities worked on the same topic, pictograms, but at different levels of difficulty. As a result, all pupils were actively engaged and making progress towards their agreed objectives.
- At each key stage, pupils move towards greater independence, for example in applying their literacy and numeracy skills to everyday situations. This was observed with learners in the sixth form who were demonstrating food



preparation and cooking skills in a school-based lesson. These skills were further developed when students worked with increasing independence and confidence in the Cup Cake Café based at the Abraham Moss Centre.

- A range of work experience placements are provided via the head of sixth form in partnership with the careers adviser. For example, pupils from Year 10 upwards enjoy and benefit from gardening or farm placements at Heaton Park. All leavers go on to further education and training having achieved a range of ASDAN (Award Scheme Development and Accreditation Network), AQA (Assessment and Qualifications Alliance) or Entry Level accreditation. The most able move successfully and with independence into the world of work, for example into catering.
- Your analysis of pupils' information about their learning, behaviour, social and communication development is used well by staff teams to inform their planning and support programmes. For example, pupils who display anxiety and become distracted from learning settle in well-managed, supervised time-out areas. A number of pupils have specific behaviour plans. As a result of these strategies, pupils who have complex needs then make improved progress in their learning, as well as their behaviour.
- You provided data to show decreasing trends over three years in the need for physical interventions and non-physical interventions, when managing pupils' behaviour. There have been no fixed-term or permanent exclusions since the previous inspection. The behaviour of pupils observed by inspectors in a range of contexts was exemplary. Pupils are polite, respectful and hard working. Attendance is above the national average for special schools. Any absences are swiftly followed up with parents.
- The school's curriculum is carefully planned and thought out. Pupils take part in a 'production line', for example, in design technology, where they make candles or pottery items as part of an enterprise project. Pupils grow vegetables which are then used to prepare food in cookery lessons. They engage in discussions about healthy food. The school council made the decision to replace daily toast with daily fruit.
- Pupils' spiritual, moral, social and cultural development is a strength of the school's work. This is recognised by the fact that your school is a Rights Respecting school.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they build further on the work with partnership schools to share and increase best practices, especially in regard to supporting and developing pupils' and students' work-related and vocational skills.

I am copying this letter to the chair of the governing body and the director of children's services for Manchester. This letter will be published on the Ofsted website.



Yours sincerely

Jon Ashley
Ofsted Inspector

Information about the inspection

During the inspection, the team met with you, the deputy headteacher, an assistant headteacher and two teaching support staff who run the off-site provision based at the Abraham Moss Centre. A meeting was held with the chair of the governing body and one other governor. Inspectors conducted joint observations with the headteacher and deputy headteacher in school, in the school's Cup Cake Café and the second-hand clothes shop. They looked at pupils' folders, work books, individual education plans and classroom displays. Inspectors observed pupils on arrival from school transport, at breakfast club, departure time and on the school corridors. Inspectors considered a range of documentation, including the school's external consultant's recent report, the school's review of its strengths and areas to develop, the school development plan, school policies relating to teaching and learning and information about pupils' ability levels and progress. Inspectors looked at documentation relating to safeguarding, including safe recruitment of staff and risk assessments. They considered staff, pupil and parental questionnaire surveys, and Parent View, the online questionnaire. An inspector held conversations with three parents on site.