



## Overview and Scrutiny Ofsted Subgroup

Date: Tuesday, 12 March 2019

Time: 10.00 am

Venue: Council Antechamber - Level 2, Town Hall Extension

Everyone is welcome to attend this subgroup meeting.

### **Access to the Council Antechamber**

Public access to the Council Antechamber is on Level 2 of the Town Hall Extension, using the lift or stairs in the lobby of the Mount Street entrance to the Extension. That lobby can also be reached from the St. Peter's Square entrance and from Library Walk. **There is no public access from the Lloyd Street entrances of the Extension.**

## **Membership**

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Councillors - Alijah, Hewitson, T Judge, Lovecy (Chair) and Stone

Co-opted members – Mrs B Kellner and Mr R Lammas

## Agenda

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1. **Minutes** 3 - 6  
To approve as a correct record the minutes of the meeting held on 29 January 2019.
  
2. **Quality Assurance Board report - to follow**
  
3. **Ofsted Inspections of Manchester Schools**  
To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded. – to follow  
  
To consider inspection reports for a selection of the schools.

  - 3a. **The Grange** 7 - 16
  - 3b. **Loreto High School Chorlton** 17 - 28
  - 3c. **Newall Green High School** 29 - 38
  - 3d. **Old Hall Drive Academy** 39 - 52
  - 3e. **St Matthew's RC High School** 53 - 62

  
4. **Schools Judged "Requires Improvement" - to follow**
  
5. **Daycare Providers - to follow**
  
6. **Terms of Reference and Work Programme** 63 - 64  
Report of the Governance and Scrutiny Support Unit  
  
To review the Terms of Reference and Work Programme of the Subgroup.

## Further Information

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For help, advice and information about this meeting please contact the Committee Officer:

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This agenda was issued on **Monday, 4 March 2019** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 3, Town Hall Extension, Manchester M60 2LA

## **Children and Young People Scrutiny Committee – Ofsted Subgroup**

### **Minutes of the meeting held on 29 January 2019**

#### **Present:**

Councillor Lovecy – in the Chair

Councillor Stone

Mrs B Kellner, Co-opted Member, Representative of the Diocese of Manchester

Mr R Lammas, Co-opted Member, Primary sector teacher representative

Councillor Bridges, Executive Member for Children’s Services

Councillor Rahman, Executive Member for Schools, Culture and Leisure

#### **CYP/OSG/19/01     Minutes**

##### **Decision**

To approve as a correct record the minutes of the meeting held on 2 October 2018.

#### **CYP/OSG/19/02     Daycare Providers**

The Chair welcomed the positive reports, noting the importance of Early Years education. The Executive Member for Children’s Services highlighted the good partnership working which was referenced in the reports.

The Subgroup considered the recent Ofsted inspection report for Alexandra Park Children’s Learning Community, which had been judged as “good”. The Senior Quality Assurance Officer (Early Years) informed Members that this provision had recently become an independent school for children up to the age of 11. She highlighted the good teaching, the good behaviour and that it was a bilingual setting, citing studies which showed how bilingual education benefited children. In response to a Member’s question, she reported that the setting attracted children from a wide area, including children who were electively home educated. The Chair welcomed that the setting was developing relations with the local primary school. In response to a question from the Chair, the Senior Quality Assurance Officer (Early Years) reported that the inspection related to the Early Years provision only but, as the setting had since become a school, at its next inspection it would be inspected as a school.

The Subgroup considered the recent Ofsted inspection reports for Happy Kids Delamere Park, which had been judged as “good” and Happy Kids Heybury Close, which had been judged as “outstanding”. The Senior Quality Assurance Officer (Early Years) reported that both these settings were part of the Council’s tendered daycare provision. She informed Members that the Delamere Park setting had been judged as “requires improvement” in November 2017 and that an action plan had been put in place which had resulted in improvements at that setting and the Heybury Close setting, which had moved from “good” to “outstanding”. The Subgroup discussed the challenges of running a daycare provision in smaller premises, such as the Delamere Park site, where there wasn’t capacity to expand and offer more

places.

The Subgroup considered the recent Ofsted inspection report for St Catherine's Wrap Around Care, which had been judged as "outstanding". The Senior Quality Assurance Officer (Early Years) reported that, as with other wrap around care provision, the setting worked with a large number of children and that her team provided advice to the setting on how to work with the groups of children effectively. In response to a Member's question, she reported that the setting only provided care for pupils at St Catherine's Primary School and highlighted the good relationship and information sharing with the school. The Chair commented that there appeared to be a successful partnership between the setting and the school.

The Senior School Quality Assurance Officer reported that officers prepared a report for the Quality Assurance Board on all inspections and the outcomes and offered to provide this to the next meeting, to which the Chair agreed. The Senior Quality Assurance Officer (Early Years) informed Members that 98% of Manchester's Early Years settings were now judged as "good" or "outstanding". Members thanked the Quality Assurance Team for their hard work in supporting settings to achieve this excellent result.

A Member requested that a visit be arranged to Alexandra Park Children's Learning Community, to which the Chair agreed.

### **Decisions**

1. To note that officers will provide the report prepared for the Quality Assurance Board on all inspections and their outcomes to the next meeting.
2. To write to Alexandra Park Children's Learning Community, Happy Kids Delamere Park, Happy Kids Heybury Close and St Catherine's Wrap Around Care to congratulate them on their recent Ofsted report.
3. To request that a visit be arranged to Alexandra Park Children's Learning Community for Members of the Subgroup.

### **CYP/OSG/19/03 Ofsted Inspections of Manchester Schools**

The Subgroup considered information on recent Ofsted inspections of Manchester schools. In response to a Member's question, the Senior School Quality Assurance Officer clarified that the figure of 65.4% of Manchester schools being judged good or better related to high schools only.

In response to a Member's question, the Senior School Quality Assurance Officer reported that Newall Green High School, The Grange and St Matthew's High School had all recently received Ofsted monitoring visits and suggested that the letters from these visits be considered at the next Ofsted Subgroup meeting, to which the Chair agreed.

The Subgroup considered the recent Ofsted inspection report for Burnage Academy for Boys, which had been judged as "outstanding". The Senior School Quality

Assurance Officer reported that, following its previous inspection where it has been judged as “requires improvement”, the senior leadership team had quickly addressed the issues raised. He highlighted the difficult backgrounds of some of the pupils and some of the improvements outlined in the report. A Member welcomed the progress made since the previous report. In response to a question from the Chair, the Senior School Quality Assurance Officer informed Members that the school had become an academy by choice. The Subgroup discussed the use of alternative provision. The Senior School Quality Assurance Officer reported the Burnage Academy was a very inclusive school where staff worked to find ways to manage and modify behaviour and enable pupils to remain at the school. He reported that a member of his team was undertaking a piece of work on alternative provision across the city, in order to ensure the quality of alternative provision commissioned by Manchester schools. He offered to provide further information on this to a future meeting. A Member who was also the Chair of the Children and Young People Scrutiny Committee reported that the Committee would be receiving a report on School Exclusions, Pupil Referral Units and Alternative Provision at a future meeting, in response to a recent Council Motion, and recommended that this information could be incorporated into that report.

The Subgroup considered the recent Ofsted inspection report for Lily Lane Primary School, which had been judged as “requires improvement”. The Senior School Quality Assurance Officer informed Members that the school had been judged “outstanding” at its previous inspection five years ago; however, a one-day inspection in October 2018 had been changed to a two-day inspection because of concerns about the quality of teaching and learning at the school. He informed Members that the school had expanded and the pupil demographic had also changed and that the school leadership team had struggled to respond quickly enough to these changes. Members discussed the impact of these changes and how the Council in partnership with schools could deal more proactively with these challenges. The Senior School Quality Assurance Officer reported that, prior to the inspection, the Council had already identified that the school required extra support, which his team had been providing, and the head teacher had also brokered additional support; however, he reported that there had not been sufficient time for the impact of this to be felt by the time Ofsted carried out their inspection. A Member expressed concern that there were a number of “outstanding” schools which had not been inspected for several years that might no longer be judged as “outstanding”, particularly as the Ofsted Framework had since changed. The Senior School Quality Assurance Officer acknowledged this issue and reported that his team was providing support to a number of “outstanding” schools which had not been inspected for several years. The Chair noted that some other schools had a more transient pupil population than Lily Lane Primary School and dealt well with this and asked how this expertise could be shared. The Senior School Quality Assurance Officer reported that there was a good network of schools in that area of the city and the head teacher was receiving peer support on this issue. A Member recommended that the Subgroup monitor the school’s progress and receive a report on this at a future meeting.

The Subgroup considered the recent Ofsted inspection report for St Mary’s C of E Primary School (Moston), which had been judged as “good”. The Senior School Quality Assurance Officer reported that school had been judged as “requires improvement” (or its previous equivalent rating of “satisfactory”) for 15 years prior to achieving the “good” judgement and that the governors had been delighted with the

Ofsted report, which recognised the school's progress. He informed Members that the Ofsted Inspector had praised the head teacher and he highlighted some of the school's strengths which were referred to in the report. Members welcomed the positive report. The Chair commented that a "good" judgement gave pupils a sense of pride in their school. The Senior School Quality Assurance Officer reported that the head teacher was clear that, while this was a good report, the school needed to improve further and informed Members that the head teacher was also helping other head teachers whose schools were in the position his school had been two years ago. In response to a Member's question, the Senior School Quality Assurance Officer informed Members that the demographic of this school had not significantly changed but that the school had always had a transient pupil population. He reported that his team informed Ofsted Inspectors who were new to Manchester about the level of transience in Manchester and advised head teachers to highlight this point to Ofsted Inspectors.

### **Decisions**

1. To request that the Ofsted monitoring visit letters for Newall Green High School, The Grange and St Matthew's High School be considered at the next meeting of the Subgroup.
2. To request that information on the work on alternative provision across the city be incorporated into the report on School Exclusions, Pupil Referral Units and Alternative Provision which is due to be considered by the Children and Young People Scrutiny Committee.
3. To request an update on the progress of Lily Lane Primary School at a future meeting.
4. To write to Burnage Academy for Boys and St Mary's C of E Primary School (Moston) to congratulate them on their recent Ofsted report.

### **CYP/OSG/19/04 Terms of Reference and Work Programme**

The Subgroup reviewed the terms of reference for the Subgroup and the work programme. The Chair requested that, at its March meeting, the Subgroup receive a document summarising the schools which were currently judged as "requires improvement" and progress being made to secure improvements.

### **Decision**

To agree the terms of reference and work programme, subject to the above amendment.

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25 January 2019

Mrs Rachael Clifford  
Grange School  
Matthews Lane  
Gorton  
Greater Manchester  
M12 4GR

Dear Mrs Clifford

### **Special measures monitoring inspection of Grange School**

Following my visit to your school on 9 to 10 January 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in September 2017.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

The local authority's statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

The school may appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the chair of the executive board, the regional schools commissioner and the director of children's services for Manchester. This letter will be published on the Ofsted website.

Yours sincerely

Pippa Jackson Maitland

**Her Majesty's Inspector**



## **Annex**

### **The areas for improvement identified during the inspection that took place in September 2017.**

- Urgently improve the quality of teaching so that pupils' progress is accelerated by ensuring that:
  - teachers have high expectations of what pupils can achieve and that they provide pupils of different abilities with work that challenges them to make rapid progress from their different starting points
  - teachers carefully assess what pupils can do and they use this information to inform future teaching
  - the most able pupils are challenged to make consistently strong progress
  - teaching assistants focus their efforts on supporting pupils to make consistent gains in their learning
  - the teaching of reading and writing across the school is strengthened.
- Improve the quality of leadership and management by ensuring that:
  - leaders develop their monitoring and evaluation of the school's work to gain a deeper and more accurate view of the school's effectiveness
  - plans to improve the school are broad and ambitious and contain specific and measurable targets
  - evaluations of the quality of teaching are more accurate
  - the tracking of pupils' progress is improved, including careful tracking of groups such as disadvantaged pupils
  - leaders have appropriate plans in place for spending the Year 7 literacy and numeracy catch-up premium and the PE and sport premium
  - plans for the new curriculum are more detailed to make sure that pupils have access to a broad and balanced curriculum
  - governors have the skills and understanding needed to fulfil all of their statutory duties and to hold leaders to account for the quality of education being provided.

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

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

## **Report on the first monitoring inspection on 9 January 2019 to 10 January 2019**

### **Evidence**

I observed the school's work and scrutinised a wide range of documentation. I met with the executive headteacher, the acting headteacher, senior leaders, middle leaders and a group of staff and some parents and carers. I also met with the chair and members of the interim executive board (IEB) and representatives of the local authority. I conducted a scrutiny of pupils' work and observed teaching in lessons with senior leaders. I met two groups of pupils formally as well as talking to pupils and staff informally around the school. I considered the written comments from 21 members of staff given to me during the inspection. I also examined a range of documents relating to safeguarding.

### **Context**

The school was put into special measures in September 2017. Since this inspection, the headteacher and the governing body have resigned. The local authority appointed an interim executive board that held its first meeting in March 2018. The local authority also enlisted support from a national leader of education (NLE) and a national support school (NSS). The national leader of education is currently the school's executive headteacher. The deputy headteacher of the NSS is currently the school's acting headteacher. Over time, a number of staff have left the school. Existing senior leaders have been allocated specific roles and responsibilities now and have job specifications which reflect these. The interim executive board has also appointed English and mathematics subject leaders. Also, several teachers have taken on responsibilities as subject leaders for other curriculum areas, including science and the humanities.

The school has been the subject of a directive academy order from the regional schools commissioner since November 2017. Although the local authority identified a potential sponsor soon after the order was issued, progress made towards academy status has been slow. In December 2018, an agreement was reached by all partners for the school to join the Prospere Learning Trust on 1 April 2018 as a sponsored academy.

### **The effectiveness of leadership and management**

The executive and acting headteachers' ambitious vision for Grange School is shared by the overwhelming majority of staff. Together, they have worked hard to implement the actions set out in the school's improvement plan. The headteachers have made sure that staff, including those on the senior leadership team, have clearly defined roles and responsibilities so that they know what is expected of them now. The headteachers have put together suitable teams to lead key aspects of the

school's work, for example safeguarding and attendance. They have prioritised training and support for leaders and staff so that they have the confidence and competence to do their jobs well.

Some staff embraced these changes straightaway, feeling that these were long overdue. Other staff have found the considerable changes, with an intense focus on improving the quality of teaching and learning, harder to adapt to. However, the senior leadership team is working closely with staff from the NSS to provide staff at Grange with additional support above and beyond the internal training as required. Staff told the inspector that they find the opportunities to observe teaching, moderate pupils' work and receive help with planning very useful. A small minority of staff do not support the changes made by leaders.

The IEB is resolute in its commitment to making sure that the quality of education improves rapidly for pupils. It has deployed its experience, skills and expertise well. It has challenged and supported the leadership of the school in making the necessary improvements. Although many of these strategies are in their infancy, the rate of improvement has rapidly accelerated since the acting headteacher took up her post in September. The IEB has worked with the potential sponsor and the local authority to overcome the obstacles to the school becoming an academy.

Following the resignation of the governors after the last inspection, the local authority appointed the IEB. Consequently, an external review of governance was not required.

The IEB commissioned an external review of the school's use of the pupil premium funding. The findings from this review confirmed the findings of the inspection team. Leaders have now put in place appropriate plans, not only for the use of the pupil premium funding, but also the physical education (PE) and sport premium and Year 7 literacy and numeracy catch-up premium. Lack of information about the performance of pupils eligible for this funding over time has meant that these plans are not sufficiently detailed. Leaders, including the IEB, are aware of these challenges and are updating plans as more information becomes available. For example, leaders have used information collected in the autumn term to compare the performance of different groups. This has helped them identify improving speaking and listening as a priority for the pupil premium spending.

The new headteachers have worked with the school's senior leaders and staff to put in place the basics that were missing at the time of the last inspection. With the support of the NLE and NSS, senior leaders are growing in confidence. These leaders have a better understanding of what needs to be in place if the school is going to provide an acceptable standard of education now. Consequently, the school's improvement plan provides for the implementation of required actions and specific intended outcomes by which leaders can measure their effectiveness over time. Leaders have been successful in making sure that the changes they have implemented so far have been adopted by all staff. Examples of these changes are

new timetables, lesson planning requirements and a revised assessment system. Although it is too early to come to definitive conclusions, there have been noticeable improvements in pupils' attitudes to learning, the amount of work they complete and rates of progress in English and mathematics.

At the time of the last inspection, leaders and teachers had no reliable means of finding out how well pupils were progressing. Leaders have introduced an assessment system which enables teachers to pinpoint pupils' levels of attainment accurately in line with the school's new mathematics and English curriculum. Leaders have ensured that teachers' judgements are accurate through rigorous quality assurance. Teachers are now making effective use of this information to help them plan lessons. Also, leaders use the information they have to hold teachers to account for the progress of pupils in their classes now, including those pupils who are making the most progress. Consequently, they are making sure that teachers plan and deliver lessons which stretch and challenge these pupils further.

The increased capacity of senior leaders has enabled the appointment of subject leaders. Senior leaders are helping these middle leaders to design suitable curriculum plans for each subject. The well-considered plans drawn up by the recently appointed English and mathematics lead teachers have paved the way for their colleagues. There is a shared determination to make sure that the school's new curriculum is tailored to the needs, interests and aptitudes of pupils at Grange. At present, curriculum plans are in place only for English, mathematics and PE. Leaders have an ambitious timescale in place for the 'roll-out' of plans for each of the other subjects. It is anticipated that these will be fully in place for all subjects by the end of the academic year.

Leaders have made sure that they have an accurate view of the quality of teaching across the school. They make good use of this information to tailor training and support to meet the needs of teaching staff. They have sought further reassurance that their views of the school are accurate. Frequent quality assurance visits by external school improvement partners, commissioned by the NSS and the local authority, have provided the IEB, local authority and senior leaders with independent validation of the school's performance.

Leaders have made sure that staff are up to date with their safeguarding training. Staff understand their roles and responsibilities. The pupils, staff and parents who spoke to the inspector agreed that pupils are well cared for and safe. Older pupils told the inspector they had learned about how to keep themselves safe. Examples of this were the risks of drugs and alcohol and sharing personal information on line.

Leaders have taken urgent action to put in place risk assessments for all pupils in order to mitigate any potential risks. Moreover, leaders have followed up tenaciously a small number of health and safety issues. They have made sure that suitable contingency measures are in place while permanent solutions are agreed, for example with closer supervision of both pupils and vehicles in the busy 'drop-off'

area at the school entrance.

The school continues to be heavily reliant on the NSS and NLE to help it make the urgent improvements still required. Senior leaders are mindful of the challenges that lie ahead. Despite the considerable improvements that have been made, there is still much to do to ensure that pupils across the school receive a consistently good standard of education.

### **Quality of teaching, learning and assessment**

Since the last inspection, leaders have prioritised improvements to teaching and learning. The training and support they have put in place for staff have paid dividends. The quality of teaching in reading, writing and mathematics has improved across the school. Moreover, most of the teaching assistants are making a significant contribution to pupils' day-to-day learning now.

For the most part, staff have embraced wholeheartedly the 'back to basics' approach. All classes now follow agreed timetables, teachers use information about pupils' learning and the new curriculum plans to help design lessons, and class teams have given more careful thought to the classroom environment. Together with the improved subject knowledge of teachers in reading, writing and mathematics, these changes have helped to improve pupils' progress.

Leaders have overhauled the leadership of teaching and learning. They have implemented a system of performance management for both teachers and teaching assistants. This system recognises staff achievements as well as highlighting aspects requiring support. Staff told the inspector that they feel that they have reclaimed their professionalism. The school's ongoing training programme has reminded all staff what good teaching looks like. High levels of effective support for all teaching staff are helping them to improve their classroom practice continually. It is for this reason, along with improvements in pupils' behaviour, that I recommend that the school may now appoint newly qualified teachers.

Pupils' work seen during this inspection was marked in accordance with the school's assessment and feedback policy. A number of teachers use this information well. They consolidate pupils' learning, challenge their misconceptions and move them on to new learning as appropriate. Pupils generally take care with the presentation of their work and try hard to complete the work set.

In lessons other than English, mathematics and PE, there is inconsistency and variability in the quality of teaching. In those classes where teachers maintain the high expectations, have clearly defined learning objectives and plan well-judged tasks, pupils learn well across all subjects. However, in other classes where the quality of teaching is not as good, pupils' behaviour deteriorates, work is not challenging enough and pupils' progress is weaker in subjects such as the humanities.

## **Personal development, behaviour and welfare**

Since the last inspection, leaders have established behaviour, attendance and safeguarding teams, each led by a member of the senior leadership team. These teams have developed suitable policies and procedures. They have a well-informed view of patterns and trends across the school. They use this information to pre-empt any emerging issues so that the number, severity and frequency of behaviour incidents has decreased, and pupils' attendance has improved. These teams work well with the school's family liaison officer, who steps in quickly to show families where they can get support and help if they need it.

Overall pupils' behaviour has improved since the last inspection. In the mornings, the school is calm and orderly. Pupils are generally in class, on task and responsive to adult instructions. After lunch, in those classes where teaching is stronger, pupils continue to demonstrate positive attitudes to learning. However, in those classes where there are weaknesses in teaching, the standards of behaviour decline and learning falters.

Leaders have taken effective action to improve attendance. More pupils are in school every day than at the time of the last inspection. The family liaison officer works closely with families and other agencies to help those families who are struggling to get their children to school.

At the time of the last inspection, there was insufficient time allocated to PE lessons. The recently appointed school sports leader has ensured that all pupils take part in two hours of physical activity each week. Also, he has made sure that the PE curriculum is tailored to the needs of the pupils at Grange. Moreover, he has devised lessons which engage pupils of all ages and encourage them to take part in sport. During the inspection, the inspector saw younger pupils enjoying a dance lesson and older pupils taking part in drills to increase their speed and agility.

## **Outcomes for pupils**

Prior to last term, the school had no reliable or meaningful information about pupils' performance. A system for assessing and tracking pupils' progress is now in place. However, while leaders can be confident that they know what standard pupils are working at, they cannot be sure that their measures of progress over time are appropriate. The evidence leaders have from pupils' books, lesson observations and assessment checks in the autumn term confirm that pupils are making better progress in English and mathematics than at the time of the last inspection. However, the absence of curriculum plans and an assessment system for other subjects means that leaders and teachers are uncertain about what pupils know and can do.

## **External support**

The quality of support provided by the local authority has been essential to the school making improvements since the last inspection. The local authority established an interim executive board which challenges and supports leaders. It also arranged considerable support from the locally based NLE and NSS. These work regularly with the school, primarily to provide leadership support and training at all levels.

The local authority and IEB have reached an agreement in response to the directive academy order. They have agreed that the school will join the Prospere Learning Trust as a sponsored academy on 1 April 2019.

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# Loreto High School Chorlton

Nell Lane, Chorlton-Cum-Hardy, Manchester M21 7SW

## Inspection dates

16–17 January 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Senior leaders have responded positively to the weaknesses identified at the last inspection. Their actions have secured effective teaching and good leadership at all levels. Leaders have the ambition and demonstrable capacity to further enhance the good quality of education which the school currently provides.
- Governance has developed since the last inspection and is now a strength of the school.
- Pupils' examination results in 2018 were stronger than in the past. Over two-thirds of pupils attained a standard pass in English and mathematics, exceeding the national average.
- Current pupils make good progress across a broad range of subjects in all year groups.
- The quality of teaching is good. It is especially strong in art, English, modern foreign languages and physical education. Although teaching is effective in mathematics and science, there are occasions when tasks are not as interesting or challenging as in other subjects.
- Leaders have developed an effective curriculum since the last inspection. Pupils are provided with opportunities to learn and think about new topics across subjects and key stages. This supports their good progress.
- Most pupils have a secure grasp of key literacy skills which enable them to learn effectively. However, there is scope to develop these skills further across a range of subjects, so that pupils attain and confidently use a higher standard of literacy.
- Pupils typically present their work with care and precision. Occasionally, pupils' work, usually that of boys, does not meet the high standard routinely seen elsewhere.
- Most pupils attend school regularly. Their conduct is typically good around school and in lessons. As a result, the number of pupils excluded from school, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils, has reduced markedly. In a minority of lessons, some pupils lose concentration and engage in low-level disruption, which weakens their progress.
- The progress of disadvantaged pupils and those with (SEND) has improved significantly. This is due to the strong leadership of these areas. Senior leaders are not complacent and have put actions into place to improve the progress of these pupils even more.
- Pupils' social, moral, spiritual and cultural development is pivotal to the school's ethos. They understand and value differences and say that they feel confident and safe to be who they want to be.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment further by:
  - systematically enhancing the literacy skills of pupils
  - providing more challenging activities in mathematics and science
  - making sure that teachers consistently support pupils, especially boys, to work more carefully.
- Improve pupils' personal development, behaviour and welfare further by reducing the occasional instances of low-level disruption in lessons.
- Build on the good outcomes of pupils, especially for those who are disadvantaged and those with SEND.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders have significantly improved the standard of education provided at the school since the last inspection. The responses of senior leaders to the weaknesses identified at that time have been well planned and are effective. As a result, the quality of teaching is now good, and pupils make good progress. Pupils attend school regularly and typically behave well.
- Senior leaders are ambitious for all pupils. They are not satisfied with the improvements that they have already led. Their self-evaluation of the school is accurate. They use this knowledge to recognise the school's current strengths and to identify the areas which they wish to develop further. For example, they are currently focused on further developing pupils' literacy, including that of the most able pupils. Leaders recognise their responsibility to maximise pupils' life chances, including by helping them to attain the highest levels of speaking and writing. Leaders' training and support are ensuring that all teachers accept their role of teaching literacy in their subjects.
- Senior leaders have a clear understanding of the pupils and community that it serves. As a result, staff are trained to recognise and support pupils in overcoming any barriers and challenges that they face. The most vulnerable pupils, including those with education, health and care (EHC) plans, are typically known, cared for and supported well.
- Senior leaders have prioritised actions to improve the quality of teaching since the last inspection. The training programme which leaders manage is well planned and implemented. It has resulted in stronger teaching from established staff, for example in English, where pupils are routinely taught to a high standard. It also supports newly qualified teachers effectively. As a result, pupils are now taught effectively and make good progress. Leaders, including subject leaders, are aware of where teaching is at its strongest and offer support when further help is required.
- Leaders have focused upon strengthening the curriculum since the last inspection. It is now effective. In both key stage 3 and key stage 4, pupils are provided with the range of courses and learning experiences they require to support their good academic development. In Year 7, the curriculum typically builds upon the pupils' primary school experience. Leaders, including subject leaders, focus on providing pupils with opportunities to extend their knowledge and understanding, and applying this learning. This is especially well developed in art, English, languages and physical education. Occasionally, pupils' opportunities to grapple with their learning requires further refinement, including in mathematics and science.
- Leaders plan a wide range of extra-curricular activities and clubs for pupils. These cater for pupils' wider academic, cultural, artistic and sporting interests and are popular with pupils. These activities also include charity and fund-raising events, which pupils say open their eyes to the world in which they live and the difference that they can make in it. This aspect of the curriculum effectively promotes pupils' awareness of wider issues and life in modern Britain.
- The careers guidance programme is effective. Pupils receive helpful information

throughout key stages 3 and 4. This includes independent advice. As a result, almost all pupils, including disadvantaged pupils and those with SEND, move on to aspirational next steps in education or employment.

- Leaders have used the additional funds provided by the pupil premium appropriately. They have undertaken an external review of their effectiveness in this aspect since the last inspection, in order to understand how to strengthen its impact. This has been the case. Disadvantaged pupils now attend school far more regularly and are less likely to be excluded. The progress that these pupils make has rapidly improved and the legacy of underachievement is narrowing.
- The management of the support, and spending of the funding provided, for pupils with SEND is effective. Senior leaders commissioned an external review of the quality of education and support provided at the school for pupils with SEND recently and have acted upon the recommendations that were made. As a result, the leadership of SEND was strengthened. Current staff have received up-to-date training in the aspects required to support their well-being in school. Generally, the well-being and health of pupils with SEND, including those with an EHC plan, are catered for effectively. Such pupils usually make good academic progress because teachers respond to their requirements well. Occasionally, teachers do not support and challenge pupils with SEND and this restricts their progress.
- Clear systems are in place to manage pupils' behaviour. Overall, leaders manage pupils' conduct well. They set high expectations of pupils and take effective steps to ensure that staff know pupils well. As a result, staff are typically well equipped to prevent or de-escalate the rare instances of poor conduct. Occasionally, some pupils, especially boys, lose concentration in lessons and engage in low-level disruption. Pupils attend school regularly. Managers act to support the better attendance of pupils where attendance is weaker, including those who are disadvantaged or with SEND. These actions have had a positive impact for many of these pupils, who now have better and good attendance.

### **Governance of the school**

- Governance has improved considerably since the last inspection. It is now a strength of the school. The governors who have been appointed since the last inspection and the recently elected chair of governors have added expertise and capacity to those already in post. Governors have a sharp insight of the school's current strengths and a clear rationale for the next aspects that they wish to develop.
- Governors promote the school's values. They send the clear message to staff, pupils, parents and carers that pupils deserve an outstanding and broad education, and that it is the school's purpose to provide this. This underpins the actions that are taken by leaders and staff at the school.
- Governors take their responsibilities seriously. Their areas of expertise and the training in governance which they have had ensure that they are confident and capable when supporting and challenging senior leaders. Governors' experience of financial management is used effectively to support senior leaders' plans to further strengthen the quality of education that the school provides.

## Safeguarding

- The arrangements for safeguarding are effective.
- Checks made by inspectors found that staff, including non-teaching staff, are trained in identifying potential risks to pupils. This includes risks of child sexual exploitation, drug- and gang-related crime, and radicalisation. Staff know pupils well and give great attention to their safety and well-being.
- Leaders maintain good-quality safeguarding records. They have systematic procedures for checking the backgrounds of staff when they are appointed.
- Leaders' work with external agencies and parents is effective. They provided inspectors with examples of where they have acted swiftly when required to secure pupils' safety and well-being. Referrals are made to external agencies as appropriate.
- Pupils have a clear understanding of the risks which might affect them and how to keep safe, including when online. They know to whom they should report concerns and how to do this.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching is good across a broad range of subjects and year groups. Senior leaders have tackled the weaknesses seen in teaching at the time of the last inspection tenaciously, wisely and effectively. This has resulted in pupils' good progress.
- Teaching is especially strong in English, art, French, Spanish and physical education. Teachers use their good subject knowledge to engage pupils in challenging and interesting activities. As a result, pupils learn with high levels of enthusiasm in these areas. Teaching in mathematics and science is good and the weaker aspects seen in the previous inspection have been reduced. However, there are times when teachers set tasks which do not challenge and inspire pupils.
- Disadvantaged pupils are taught far more effectively than was the case previously because of staff training. Teachers use a range of strategies to strengthen and support learning for disadvantaged pupils. These pupils now make good progress.
- Additional training has also improved the teaching of pupils with SEND. Pupils with an EHC plan typically learn well, because staff know them well and meet their needs. Teachers typically plan to support and challenge pupils with SEND. However, occasionally, teachers do not use the information provided about these pupils effectively. When this happens, pupils' progress is restricted.
- Teachers use the assessment information available about pupils' learning well, to set work which matches their needs. As a result, pupils of all abilities make good progress. Training has improved the attention teachers give to those who start school with low starting points. Teachers now demand more of these pupils and this has had a strong impact on their learning. Teachers challenge the most able pupils in some subjects, particularly English. They provide these pupils with opportunities to grapple with complex ideas, think deeply and respond with detail and fluency. Teachers do not always provide this quality of experience in mathematics and science.
- Teachers have high expectation of pupils' attitudes to learning. In response, pupils take

pride in their work. They take care to complete the activities that they are set and do so with care and precision. This supports their good progress. Occasionally, teachers have lower expectations, especially for boys, sometimes resulting in lack of attention to detail. In these cases, pupils' work is untidy and lacks accuracy.

- The focus of leaders on improving the teaching of literacy has been effective. All teachers now recognise the need to support pupils' literacy skills in all subjects. As a result, pupils are further developing their speaking and writing skills across a range of subjects. Teachers address pupils' misconceptions in spelling, punctuation and grammar. As a result, pupils speak and write with growing accuracy, confidence and fluency. A few pockets remain where pupils' weaker literacy is not fully resolved and plans to sharpen this are in place.

**Personal development, behaviour and welfare**

**Good**

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Inspectors were impressed by pupils' positive interactions with one another and adults. This was especially notable at breaktimes and lunchtimes. Pupils confidently mix, play and pursue their own interests. Pupils clearly enjoy their social interaction, often smiling and laughing. School leaders and other staff pride themselves on the good relationships that they build and care that they have with pupils. Most pupils and parents echo this. A typical response to Parent View, Ofsted's survey for parents, was that the school is '... a welcoming, caring and passionate school that really does know every child.'
- Discussions with pupils and responses from parents identify that bullying is rare, and that staff deal with it effectively. Checks of bullying records made by inspectors showed that incidents of bullying are followed up and resolved effectively. Pupils are taught how to keep themselves safe from the risks of exploitation, including when using social media.
- Pupils said that staff are approachable and considerate of pupils' mental and physical well-being. Leaders keep these aspects in a sharp focus. They seek pupils' involvement to ensure that the support services which they provide meet pupils' requirements. For example, guidance is provided for pupils in Year 11 to support their mental well-being during preparation for examinations. Pupils work closely with school and catering managers to develop the range of healthy dining options provided at breaktime and lunchtime.
- Pupils' spiritual, moral, social and cultural development is effective in securing pupils' mature approach to relationships and their appreciation of the rights of all. The pupils who responded to the pupils' survey at the time of the inspection said that they understand and value people's differences and other faiths and cultures. Pupils said that they are confident to be who they want to be. The school council, which involves pupils from all year groups, has had its positive impact in the school recognised in its success in city-wide awards that it was entered for. The council is effective in involving all pupils in the democratic process and strengthening their understanding of fundamental British values.

## Behaviour

- The behaviour of pupils is good.
- Pupils typically behave well in lessons. Pupils are keen to attain high academic standards and most take pride in their work. As a result, they learn well. There are rare occasions when pupils, usually boys, lose concentration or there is low-level disruption. In these cases, learning is less effective, and this hampers pupils' progress.
- Pupils' conduct around the school is good. They move around the school in an orderly manner at breaktime, lunchtime and at the change of lessons. They arrive punctually at lessons. They typically treat the school environment with respect and most do not leave litter lying around.
- Most pupils enjoy and value school. As a result, they attend regularly. Pupils' attendance broadly matches that of others nationally.
- The improved behaviour of pupils, including those with SEND and disadvantaged pupils, has led to rates of exclusion falling.
- Leaders carefully check on the attendance, behaviour and safeguarding of pupils who attend alternative provision.

### Outcomes for pupils

### Good

- Pupils make good progress. Leaders' actions to improve teaching since the last inspection have led to better examination results. In 2018, pupils attained GCSE grades which matched those of others nationally from similar starting points across a wide range of subjects, including in English and mathematics.
- Evidence in pupils' books and school's current assessment information identify that most pupils make good progress. This is the case across all year groups, including Year 11, and across a wide range of subjects. Pupils' progress is particularly strong in English, art, modern foreign languages and physical education. In mathematics, and especially in science, there has been a more varied picture of improvement in recent years. Current leadership has strengthened teaching in these subjects. Pupils now make good progress, although fewer pupils reach the higher standards typically seen in English.
- Improved use of assessment has ensured that teachers give close attention to pupils' needs. This ensures that pupils from different starting points make good progress. Overall, the progress of the most able pupils is good across different subjects. At times, in science and mathematics, tasks are less challenging for these pupils and this limits their progress.
- The actions of leaders to secure stronger progress for disadvantaged pupils have been effective. As a result, many more of these pupils make stronger progress than was the case previously. The examination results of disadvantaged pupils in 2018 were half a grade higher than those of the previous year, from similar starting points. The picture for current pupils continues to improve, although a legacy of previous weaker teaching means that some underachievement is not fully resolved.
- Pupils with SEND make good progress. Leaders are sharply focused on ensuring good

teaching and support for these pupils. The strategies implemented from an external review of SEND provision, which leaders commissioned to refine their effectiveness, are having a positive impact on improving progress. As a result, pupils with an EHC plan typically make good progress. Teachers know them well and they support and challenge these pupils effectively. Overall, pupils with SEND are making better progress than previously. However, occasionally, the progress of these pupils slips when teachers do not use the information provided about them effectively.

- Leaders monitor effectively the quality of education for pupils who attend alternative provision. These pupils benefit from appropriate curriculums that focus on preparing them for the next stage of their education.
- Most pupils move on to aspirational courses once they leave the school. Pupils' good examination results, including in English and mathematics, have extended their opportunities to follow courses at the level of which they are capable. More than two-thirds of the pupils who left the school in 2018 attained a standard pass in English and mathematics.



## School details

Unique reference number	105574
Local authority	Manchester
Inspection number	10057918

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

Type of school	Secondary comprehensive
School category	Voluntary aided
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	735
Appropriate authority	The governing body
Chair	Dr Martin Hanbury
Headteacher	Catherine Hughes
Telephone number	01618 819448
Website	<a href="http://loretochorlton.org/">http://loretochorlton.org/</a>
Email address	<a href="mailto:welcome@loretochorlton.manchester.sch.uk">welcome@loretochorlton.manchester.sch.uk</a>
Date of previous inspection	27–28 September 2016

## Information about this school

- This is a Roman Catholic, voluntary-aided school.
- The proportion of disadvantaged students is well above the national average.
- The proportion of pupils with SEND and those with an EHC plan is broadly in line with the national average.
- The school uses alternative provision for a small number of pupils at Broadstones Specialist School, Manchester Hospital School, Manchester Secondary Pupil Referral Unit, Manchester Vocational Learning Academy and St Peter's High School.

## Information about this inspection

- Meetings took place with school leaders, teachers, governors and a representative of the local authority.
- Discussions were held with pupils to gather their views on a variety of issues, including safeguarding, bullying, behaviour, teaching and the curriculum.
- Inspectors examined a range of the school’s documentation, such as the school’s self-evaluation and improvement plan, assessment information, special educational needs information, the pupil premium plan, attendance and behaviour records and safeguarding information.
- Inspectors took account of the 63 staff survey responses, the 275 pupil survey responses, the 41 responses to the Ofsted online questionnaire, Parent View, and the 27 written responses from parents to Ofsted’s free-text facility.
- Inspectors observed teaching and learning across the school and scrutinised pupils’ work in a range of subjects and year groups. They were accompanied by school leaders on some of these observations.

## Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Fiona Burke-Jackson	Ofsted Inspector
Deborah Bailey	Ofsted Inspector
Tuesday Humby	Ofsted Inspector

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10 January 2019

Mrs Kyra Jones  
Head of School  
Newall Green High School  
Greenbrow Road  
Wythenshawe  
Manchester  
M23 2SX

Dear Mrs Jones

### **Special measures monitoring inspection of Newall Green High School**

Following my visit with Philip Wood, Ofsted Inspector, to your school on 18 and 19 December 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in March 2018.

Having considered all the evidence, I am of the opinion that at this time:

leaders and managers are taking effective action towards the removal of special measures

the trust's statement of action is fit for purpose

the school's Ofsted action plan is fit for purpose.

Having considered all the evidence, I strongly recommend that the school does not seek to appoint newly qualified teachers. However, as an exception to this, the Prospere Learning Trust may appoint up to two newly qualified teachers to be deployed to teach English and science at the school.

I am copying this letter to the chair of the board of trustees, the chief executive officer of the Prospere Learning Trust, the regional schools commissioner and the director of children's services for Manchester. This letter will be published on the Ofsted website.

Yours sincerely

David Selby  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection that took place in March 2018**

- 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.



## **Report on the first monitoring inspection on 18 to 19 December 2018**

### **Evidence**

Inspectors observed the school's work and scrutinised documents. They held meetings with the head of school, the executive headteacher, other senior leaders and middle leaders. Inspectors met formally with two groups of pupils and had informal conversations with others in class, and at other times during the school's day. Meetings were held with representatives of the Prospere Learning Trust and a consultant who provides school improvement advice to the school. An inspector met with the chair of the school improvement board (SIB). An inspector had a telephone conversation with a representative of the local authority. Inspectors observed samples of teaching and learning in English, mathematics and some other subjects, mostly joined by senior leaders. Inspectors conducted a scrutiny of pupils' books, undertaken jointly with senior leaders. The documents examined by inspectors included the trust's statement of action and the school's Ofsted action plan.

### **Context**

The programme of changes to staffing started shortly before the previous inspection was concluded. There are now fewer teachers and other members of staff. The responsibilities of senior leaders have been reallocated. In addition, staff who are not teachers have been appointed to become pastoral leaders.

The sixth form closed at the start of this school year. From January, part of the vacated sixth-form building will be used to house the sixth form of one of the special schools in the trust.

The school's local governing body was replaced by an SIB, with the intention of providing sharply focused direction to the school's implementation of the school's Ofsted action plan.

The curriculum has been extended to provide more emphasis on pupils' basic skills, such as their oracy, and to give more opportunities for pupils to participate in a wider range of different activities planned to broaden their experience.

The school has received significant support from other schools within the trust.

### **The effectiveness of leadership and management**

Different groups with responsibility for strategic leadership, including trustees, members of the SIB and senior leaders, demonstrate clear commitment to resolving the school's weaknesses. Those involved have carefully planned the actions they need to take. They are honest about the school's failings in the past and realistic in accepting that the significant improvement needed will take time to achieve.

However, the school's improvement so far, even though it is at a very early stage, demonstrates that leaders also understand the urgency needed to provide pupils with a suitable education.

The trust's statement of action and the school's Ofsted action plan were reviewed by Ofsted soon after these were written. The statement of action was judged fit for purpose at that stage. However, the plan lacked sufficient detail to allow leaders to most easily check that their actions would have the impact expected. Leaders have added additional details into the plan. These changes have made the plan appropriately clear and challenging. In addition, senior leaders, including trustees and members of the SIB, have started to put the plan into action and to complete their checks that it is working. They have already finished their first, termly, evaluation of progress. This confirmed that the school is properly following the plan and that improvement has started. The overall school plan informs, and is linked to, subject area plans. These have been prepared by middle leaders. Middle leaders are held to account by senior leaders for their success in following their plans. Both senior and middle leaders have started to use strategic planning effectively. This is already leading to faster rates of improvement, for example, to teaching and learning and some aspects of pupils' outcomes.

Senior leaders have identified that the leadership of the school's provision for pupils with special educational needs and/or disabilities (SEND) remains ineffective. Such pupils are over-represented in those who receive sanctions for poor behaviour, including exclusion, have poor attendance or who attend alternative provision. Indicators such as these show that the school continues to fail to properly meet these pupils' needs or to use the available funding as well as it should. The trust has arranged for the leadership of SEND to be strengthened by the full-time secondment of the headteacher of one of the trust's special schools to Newall Green High School for the spring term.

The previous inspection identified that an external review of the school's use of the pupil premium should be undertaken. This was completed. Overall responsibility for the use of this funding has been changed as part of the changes to senior leadership. The school has produced a detailed plan which sets out how the funding will be used. This plan pays proper attention to the urgent issues of improving the achievement, behaviour and attendance of disadvantaged pupils, overall and compared to other pupils. It remains evident that the school's previous use of the additional funding to help disadvantaged pupils, and other funding to help key stage 3 pupils who were behind others in English and mathematics to catch up, was ineffective. It is too soon to see clear impact of the school's new approaches in these areas.

The previous inspection also recommended that the school should undertake an external review of governance. Trustees decided that this would not be of value because they determined that the local governing body should be replaced by a smaller SIB. The central task of the SIB is to ensure that the school follows its

Ofsted action plan. The SIB is a small group of suitably experienced people, many of whom are also trustees. This means that trustees are directly involved in governance. However, it presents a potential risk should the trust need to independently challenge the SIB. Records of the work of the trust and SIB, together with discussion with trustees, SIB members and senior leaders, indicate that governance in the school is suitably challenging.

In partnership with colleagues from other trust schools, leaders have improved the school's leadership of teaching and learning. They have provided training for all teachers and, where needed, specific additional training to boost the skills of individuals. The school's system for managing teachers' performance now includes individual targets for teachers about the effectiveness of their classroom work. Senior leaders have an accurate view of the quality of teaching. With the support of consultants from outside the school, they have established a programme to check on the quality of teaching at regular intervals over the school year. Their findings confirm that teaching has started to improve.

### **Quality of teaching, learning and assessment**

While leaders have successfully started to improve teaching, there is still significant variation in its quality and impact. Teachers' expectations have increased, although some are less effective at making sure that their classroom practice matches these higher expectations.

Leaders have identified that pupils' weak skills in reading, writing and spoken English often restrict their learning in many subjects. Leaders now ensure that developing these skills is strongly emphasised by teachers. For example, inspectors saw mathematics teachers paying particular attention to the meaning and spelling of important specialist words. The school is innovative in its development of pupils' oral skills. This work has included training for teachers. Many are now skilled at using questioning to give pupils confidence to talk in class and so build their understanding.

The school has developed a common approach to how learning in lessons should be organised. This means that pupils know what is expected of them. Teachers have improved the way they make sure that learning is suitably challenging. They carefully use questions with a range of difficulty early on in learning particular topics to find out what pupils already know and to make sure that the next stages match pupils' ability. Pupils like this approach and say that it helps them to learn well.

Senior leaders have considered, in detail, whether the school's assessment systems are accurate. They work with colleagues across the trust to check that the standard of assessment in English and mathematics across different schools is the same. In addition, teaching approaches and, whenever suitable, the courses offered are common. Approaches like these gives leaders confidence that assessment is accurate. In addition, the standards of marking in a number of subjects at key stage

4 are strong because teachers are also markers for GCSE examination boards. At key stage 3, leaders have introduced online tests. These are provided by a national company which means that pupils' achievement is compared to a wide range of other pupils. At the same time, the use of online testing contributes to the way leaders manage teachers' workload.

### **Personal development, behaviour and welfare**

Pupils' behaviour remains not good enough. Pupils told inspectors that learning is spoiled in far fewer lessons by pupils' poor behaviour and attitudes than at the time of the previous inspection. However, senior leaders said that this is still happening too frequently. Poor behaviour was seen by inspectors in visits to some classes. The attendance of some pupils has improved but overall attendance is lower than at the same stage of the previous school year.

There is a strong link between how well teaching interests and motivates pupils and how well they behave. Where teaching challenges pupils and teachers confidently use the school's agreed approaches to providing high-quality teaching, pupils concentrate, try hard, participate well and support each other. There are still too many occasions when this does not happen, with pupils' poor conduct slowing everyone's learning.

Pupils are respectful towards each other. They accept and value their differences. The pupils who spoke to inspectors said that there is little bullying and that any problems are quickly dealt with by staff. Sometimes, pupils are slow in moving between classes and then become boisterous. Some pupils lack determination to make the most of every minute of the school day.

Leaders keep careful records of instances of poor behaviour and sanctions such as fixed-term exclusions. These show that the behaviour of disadvantaged pupils and pupils with SEND continues to be less good than that of other pupils.

Pupils' attendance is not good enough. Those pupils who already attended well or moderately well have, in general, improved their attendance this school year. However, other pupils' attendance has, typically, fallen somewhat. Too many pupils have long-term absence. Disadvantaged pupils' attendance remains lower than that of other pupils. Leaders have sharpened their focus on challenging pupils' poor attendance. This is one aspect where leaders are introducing tried and tested approaches successfully used in other schools in similar circumstances. These approaches are still at a relatively early stage.

### **Outcomes for pupils**

The overall progress of Year 11 pupils who completed their GCSE examinations at the end of last school year, including those who are disadvantaged, was even weaker than the year before. Even allowing for the relatively short time between

the previous inspection and the end of Year 11 courses, such a decline represents a further concern about the school's past performance.

Leaders have established a system to assess pupils regularly and use information from this to let staff understand whether pupils are learning well enough. This system also provides a wealth of data about different groups of pupils and their success. Leaders analyse this data in careful detail. Patterns in pupils' achievement are identified and shared with other staff and members of the SIB. However, this reporting sometimes does not identify the reasons for, or stories behind, strengths and weakness as clearly as possible. This makes it harder for those involved to understand which steps are most important to bring about improvement. In addition, leaders' analysis sometimes lacks comparison to national averages or fails to give enough emphasis to pupils' progress, rather than their attainment.

Leaders set targets for pupils linked to a set of data about schools nationally. In the subjects where pupils have the highest achievement, targets are matched to the top fifth of schools. For many pupils, these targets are matched to how well pupils do in the top half of all schools. Leaders have adopted this approach because they judge it will make targets realistic. However, it means that some pupils have targets which they can relatively easily achieve.

Current pupils' achievement, including that of disadvantaged pupils and those with SEND, remains too low. However, the school's most recent assessments indicate some improvement. For example, the scores gained by Year 11 pupils in the first part of this school year compared to those gained by Year 11 in a similar period last school year show improvement in a range of subjects, such as geography, mathematics and science. In addition, across the school and in different subjects, there are indications that many pupils did better in their first assessment this year than their final assessment last year.

### **External support**

Most of the support that the school is receiving is provided from within the trust. However, the school is also part of a project funded by the Department for Education aimed at transforming schools in challenging circumstances. This project has involved the school working with a group of schools led by a local effective school. It has had particular impact in helping leaders to redesign the school's systems to encourage pupils to attend regularly. In addition, the school's work on oracy has been supported by links with two schools which are part of local teaching school partnerships.

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# Old Hall Drive Academy

Old Hall Drive, Gorton, Manchester, Greater Manchester M18 7FU

## Inspection dates

22–23 January 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Strong leadership by the executive principal and principal has provided a clear direction and driven improvement.
- Determined actions by leaders mean that almost all pupils are now making good progress across a range of subjects.
- Teachers occasionally do not give work that challenges pupils sufficiently. The proportions of pupils attaining the higher standards and greater depth in English and mathematics are not high enough.
- The curriculum contributes to both the pupils' personal development and the good and improving progress that they make.
- Governors have a wide range of skills. They are supportive of the school and contribute to its continuous improvement.
- Leaders receive effective and consistent support from the trust. This has provided stability and enabled them to make the improvements necessary to raise the quality of teaching and learning.
- The progress of disadvantaged pupils is improving. These pupils 'grow' personally, socially and academically because of the effectiveness of the support offered by the school.
- Subject leaders who are relatively new to their roles and the early years leader have not had the time to monitor the improvements to the curriculum or their impact on progress and attainment.
- Pupils generally demonstrate positive attitudes to their learning. Strong relationships between teachers and pupils contribute to pupils' growing confidence and the quality of learning.
- Children in the early years make good progress. Increasing numbers of children are attaining a good level of development, but this is still below national averages.
- Leaders have used professional development and training opportunities within the school and in partnership with other schools in the trust to improve the quality of teaching.
- Pupils with special educational needs and/or disabilities (SEND) are well supported to make good progress from their starting points.
- Attendance rates have improved. Leaders have taken a wide range of actions to improve the attendance of pupils.
- A strong culture of safeguarding exists throughout the school. Procedures for keeping pupils safe are secure and clear. The pastoral support for pupils is a high priority for leaders.

## Full report

### What does the school need to do to improve further?

- Strengthen leadership and management by:
  - continuing to develop the role of subject leaders, to further improve their understanding of pupils' attainment and progress in their subjects
  - further developing leadership of the early years to enable more children to achieve a good level of development.
- Continue to provide greater challenge in teaching, so that more pupils attain at greater depth and higher standards.



## Inspection judgements

### Effectiveness of leadership and management

Good

- The executive principal and school principal have driven the improvements needed to improve pupils' overall achievement since the last inspection of the school before it became an academy. Joining the trust in 2016 has provided leaders with stability and consistency in the development of teaching and learning. This has been key to the improved culture and direction of the school.
- Senior leaders know the school well and are accurate in their judgement of where Old Hall Drive Academy is on its improvement journey. Improvements made so far are due to leaders promoting and 'living' the school's RESPECT (respect, empathy, self-awareness, positivity, excellence, communication and teamwork) curriculum.
- Raising expectations and aspirations have been essential to the improvements in the quality of teaching and learning. Leaders have united the staff team so that everyone is determined to achieve the school's vision, 'All different, all equal'. Leaders have high expectations of their pupils. Leaders provide support for pupils to overcome any barriers to learning through an effective pastoral support system. It is clear that leaders know individual pupils and their circumstances well.
- Leadership of teaching and learning in English and mathematics is improving. Leaders use professional development opportunities well to improve the teaching skills and confidence of staff. Although they know their subjects well and use checking procedures to identify improvements, they do not have a clear view of the impact of their actions. However, the quality of teaching in both subjects has improved in recent years.
- Staff feel valued and are very positive about the leadership of the school. The quality of teaching, learning and assessment has improved. This is as a result of the contribution of coaching to develop teaching and leadership skills and the clarity and consistency of the curriculum. This is planned around 'missions' – an enquiry approach to teaching subjects within the curriculum, linked to the exploits of famous explorers and pioneers. Leaders evaluate teachers' performance through robust and supportive procedures.
- Leaders have reviewed how they spend the pupil premium funding. They have become much more adept at identifying the barriers to pupils' learning. They have introduced a range of pastoral and academic support to overcome them. National research on the effectiveness of interventions helps leaders to decide which are most likely to be successful. This clearer focus on disadvantaged pupils' needs and the interventions to meet them is beginning to raise their achievement.
- The funding for pupils with SEND is also used effectively. The special educational needs coordinator (SENCo) is passionate and determined in her role to improve the progress and attainment of these pupils. The SENCo values the support that she receives from the trust. She has developed clear procedures to support and monitor teaching and learning. Through this effective support, most current pupils with SEND are making good progress from their starting points.
- The physical education (PE) and sports funding for primary schools is used very well.

Significant investment in sport has encouraged greater participation rates. Professional development for staff means that they are now more confident about their teaching in this area. There is a wide range of sports and after-school clubs for pupils to participate in. Pupils who spoke with inspectors value these opportunities; attendance at these activities is high.

- A broad range of opportunities for enrichment contributes to pupils' spiritual, moral, social and cultural development. Pupils elected to the school council respond positively to the responsibility for sharing the views of their classes. Those elected as head boy and girl, and their deputies, carry out their roles with a deep sense of responsibility and pride. Pupils enjoy the opportunity to support charities and to develop their musical talents. They have a clear understanding of fundamental British values. The school environment promotes the school's values effectively through motivational quotes.
- Leadership of subjects other than English and mathematics is developing. Subject leaders have identified the key skills and knowledge to be taught to each year group during the year. However, these subject leaders are relatively new to their roles. They have not had time to monitor the improvements to the curriculum or to evaluate the impact of their actions on pupils' attainment and progress.

## **Governance of the school**

- Governors have a good understanding of the strengths and weaknesses of the school. They are regular visitors into school. They have improved their understanding of information on pupils' achievement, including that of different groups. Governors share in the drawing up of plans to address any areas for improvement, including how they will monitor the impact of leaders' actions. This supports governors to carry out their functions effectively.
- Clear lines of accountability and communication between governors and the trust ensure that leaders are held to account for the effectiveness of the education provided to the school's pupils. Governors were fully involved in the decision to review the pupil premium funding strategy. Their monitoring is now even more focused on the impact of this funding on the progress and attainment of disadvantaged pupils.
- Good relationships exist between the governing body and school leaders. The governing body comprises a group of committed people who have the skills and expertise to monitor the standard of education provided. The school benefits from a wide range of effective support from the trust. This includes the identification of additional governors with the skills and expertise to complement those already within the governing body.

## **Safeguarding**

- The arrangements for safeguarding are effective. Leaders have created a strong culture of safeguarding in which pupils feel safe and valued. The school's procedures and practices are fit for purpose. Safer recruitment processes are secure, ensuring that only suitable people are recruited to work with pupils. Leaders provide effective training and regular information updates to ensure that all staff are well aware of their responsibilities to safeguard pupils.

- Parents, carers and pupils feel that the school is a safe place to be. Leaders, including governors, ensure that staff receive high-quality training. As a result, staff know how to recognise the signs and symptoms of abuse. Staff are very clear about the school's procedures for reporting and recording any concerns that they have regarding the safeguarding of pupils. Leaders are tenacious and also sympathetic in their work to protect vulnerable pupils.
- Pupils are taught how to keep themselves safe. Leaders have implemented clear programmes to teach pupils about personal and internet safety. Teachers discuss the danger associated with class visits outside school, so that pupils understand their role in keeping themselves safe.

### **Quality of teaching, learning and assessment**

**Good**

- Leaders have taken successful action to improve the quality of teaching, learning and assessment. Most pupils now benefit from effective teaching that allows them to make good progress in a range of subjects.
- Pupils are improving their fluency and speed of recall of important mathematical facts. Consequently, they can deal with larger and more complex numbers with increasing confidence. They are gaining a better understanding of calculation strategies through the opportunities provided to reason and explain their thinking. However, teachers do not challenge pupils to deepen their mathematical understanding sufficiently well. Pupils therefore draw on a relatively narrow mathematical vocabulary in their explanations. The proportion of current pupils attaining the school's higher standards is increasing, but nevertheless remains too low overall.
- In English, teachers have raised their expectations of the standards that pupils can reach in their writing. Teaching has been adapted to focus even more on vocabulary and the content of pupils' writing. Pupils are also encouraged to improve their own writing. These actions have helped to ensure that current pupils across the school are making good progress and producing better pieces of writing. However, the application of phonics to spelling and the consistency of tense remain weak for some pupils in Years 4 and 5. Improvements to writing made independently by pupils in some classes are too superficial to improve the quality of their writing.
- The teaching of reading is effective. Year 2 pupils read well and have an accurate understanding of what they have read. Year 3 pupils understand the difference between fiction and non-fiction books. Older pupils enjoy a wide range of books by a variety of authors. They read with intonation and expression and have an improving understanding of what they have read.
- Leaders have employed several teaching assistants across the school, who work effectively to support pupils with SEND. Teachers make accurate assessments of pupils' learning needs. Teaching and learning is well matched to these identified needs, so that pupils are beginning to make good progress from their starting points.
- The 'missions' approach to planning and teaching the curriculum allows teachers to develop English and mathematics through other subjects. Pupils in key stage 2 appreciate the chance to apply their knowledge of writing structures and what they have read, to an historical context. Mathematical charts and tables are used well to

record and explain geographical and scientific findings.

- A strength of teaching across the school is the use of questioning to encourage pupils to think for themselves or to clarify misconceptions. Pupils of all abilities recognise the importance of this strategy in helping them to become independent and confident learners. Effective questioning allows pupils to understand how well they are acquiring knowledge, skills and understanding in a range of subjects.
- Teachers use assessment with increasing effectiveness to ensure that pupils are learning and making progress. When teachers observe any misconceptions, they use a range of strategies to work with individuals or groups to address them. Consequently, pupils are confident that they will get the support that they need to learn successfully. However, this is not always the case across the school. Occasionally, teachers do not provide sufficient challenge to the most able pupils.
- Teachers have an improving subject knowledge. They mainly use it well to plan learning that engages pupils' interest and provides sufficiently challenging work for most pupils. In some subjects, such as science and computing, this results in high-quality pieces of detailed work. However, this is not consistent across all subjects.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare, particularly through the RESPECT curriculum, is good. Pupils feel safe in school and understand how to keep themselves safe. They recognise the many different strategies that leaders use to keep them safe, including, for example, lessons on road safety and cyber-bullying.
- A typical comment, endorsed by the group of pupils spoken to during the inspection was: 'I love my school more than anything else.' Pupils value the support and encouragement that they receive from their teachers. They are developing the self-confidence and independence to be successful learners. Pupils are particularly appreciative of the clarifications and reminders from staff about past learning. They described lessons as 'fun'. Presentation in their books is sometimes untidy, but as they move through the school, pupils show a growing sense of pride in their work.
- The Kiwi Club (organised to give disadvantaged pupils opportunities to participate in activities outside school that they otherwise wouldn't experience) develops social and financial management skills effectively and raises aspirations and self-confidence. Pupils who have participated in this club praise the work of staff. Pupils spoke positively about the impact it has had on their personal development.
- Pupils benefit from several clubs and visits that the staff provide. Pupils appreciate the range of sports clubs and the trust-wide sports day. These activities, along with regular opportunities to support various charities and to learn about other faiths, enhance and enrich pupils' spiritual, moral, social and cultural development.
- There are many opportunities for pupils to take on positions of responsibility in the school. These include becoming a member of the school council. Pupils elected to these roles carry out their duties with pride and to good effect.

## Behaviour

- The behaviour of pupils is good. Pupils are attentive in class and learning is rarely disrupted by poor behaviour. Pupils generally conduct themselves well around the school. They are welcoming to visitors and are polite and friendly to adults and to each other.
- Inspection evidence shows that the rare incidents of bullying and poor behaviour are well managed by leaders and usually involve discussions with parents. Pupils involved in any incidents are guided to change and modify their behaviour.
- Pupils spoken to during the inspection stated that there is no bullying in the school. They are clear about the school's systems for promoting good behaviour. They have confidence in the staff to deal with the rare incidents of poor behaviour.
- Pupils' attendance last year continued to rise towards the national average due to leaders taking effective action. The attendance leader has established a series of robust and rigorous systems and procedures to address attendance, punctuality and persistent absence. Discussions take place with parents to support them to understand the importance of regular attendance. Staff celebrate good attendance in weekly assemblies.

### Outcomes for pupils

**Good**

- Leaders and governors took decisive action in 2016 to improve outcomes. This was because achievement across the school in reading, writing and mathematics was below national averages for pupils' progress and attainment. Their actions included joining the trust, which provided stability and consistency. New leaders were appointed to monitor and improve the quality of teaching and learning. These measures resulted in improvements in progress and attainment in 2017 and 2018 in the national assessments in key stages 1 and 2. However, despite these improvements, the combined reading, writing and mathematics attainment for key stage 2 pupils and writing attainment for key stage 1 pupils remain below national averages. Attainment at the higher levels in writing and mathematics is also below national averages at key stage 2.
- Work in books and the school's own assessment information indicate that most current pupils now make good progress across a range of subjects, including English and mathematics. This is because of the improvements in the quality of teaching resulting from appropriate training and coaching and the appointment of new staff. While many current pupils achieve well, some of the most able pupils do not achieve the higher standards of which they are capable.
- Work in pupils' mathematics books and school records show that most pupils are making good progress. Pupils' knowledge and skills are improving, and they are developing a deepening understanding of calculation processes. However, opportunities to say how they came to their answers and develop their reasoning skills are less well developed. Pupils across the school are beginning to draw on their increasing mathematical knowledge and understanding to explain their thought processes, especially in Years 5 and 6. Elsewhere in school, though, pupils'

explanations lack sufficient detail.

- Pupils' writing includes a variety of sentence structures and phrases to add interest. Pupils in key stage 1 use wider vocabulary and are developing their use of the language of traditional stories. Older pupils include similes and other descriptions effectively to create mood. Teachers have high expectations and include examples from literature to enthuse the pupils. This approach ensures that most pupils are making good progress. Older pupils are producing emotive and cohesive pieces of writing. However, the application of phonics and spelling by pupils in key stage 1 and Years 3 and 4 is weak.
- Pupils read with appropriate fluency and comprehension, considering their age and ability. They are beginning to use their knowledge of phonics effectively to read unfamiliar words. They read widely and for pleasure and enjoy reading. Pupils in Year 1 achieve well in the national phonics check.
- At the end of key stages 1 and 2 in 2018, attainment for disadvantaged pupils was not as strong as that of other pupils nationally. Teachers are devising more appropriate support for these pupils through their teaching plans. Leaders use reviews of progress and attainment each half term to determine the impact of this support on pupils' achievements. As a result, most disadvantaged pupils are now making good progress, particularly in mathematics. They are beginning to attain as highly as other pupils in school.
- Pupils with SEND are making good progress from their starting points. The SENCo manages provision efficiently and identifies pupils' needs effectively. Pupils benefit from carefully planned interventions with well-sequenced lessons and support that helps them to make good progress. Increasing numbers of pupils with SEND are working at age-related expectations.
- Pupils acquire appropriate knowledge, understanding and skills in a range of subjects other than English and mathematics. Work in their books shows that most pupils are making good progress. For example, in Year 4, good teaching in geography enabled pupils to develop their understanding of maps and atlases. However, in key stage 1, the deeper development of pupils' subject-specific skills is less clear. In these classes, pupils have limited opportunities to work independently and challenge their understanding.

### **Early years provision**

**Good**

- Children enter the early years with skills and knowledge that are below those typical for their age and stage of development. Through good teaching, higher numbers of children than in previous years are making good progress and are well prepared for Year 1.
- Leaders' assessment records and work in children's books show that the proportion of children working at age-related expectations is increasing. However, the proportion of Reception children achieving a good level of development remains below the national average.
- Nursery children benefit from high expectations, especially in the development of vocabulary and phonics. Children are beginning to form recognisable letters and

attempt to write their own names. As a result of well-focused teaching activities, increasing numbers of children are working within age-related expectations.

- Children who are disadvantaged are beginning to make good progress. This is because leaders have introduced the RESPECT curriculum to the early years classes. Staff also provide a number of additional adult-led activities which support children’s learning effectively. These activities are particularly effective in phonics and also in speech and language development.
- Leaders identify and support children with SEND effectively. Children with speech and language difficulties are quickly assessed on entry into the early years classes and receive additional help from specially trained staff. This effective practice helps to ensure that these children make good progress from their starting points.
- Leaders involve parents in their children’s education in various ways. Parents accept invitations to join workshops to explain the school’s teaching methods. Staff meet with parents before children start in the Nursery or Reception class to ascertain the children’s needs and establish whether any additional support is needed. This ensures that transition into the early years is well managed.
- Children’s behaviour and their attitudes to learning are generally good. They are confident in exploring activities indoors and outside, demonstrating that they feel safe. There are no breaches of the welfare requirements. Staff follow and know the safeguarding procedures and policies that are applicable to the whole school well.
- The leader of the early years understands the strengths and weaknesses of the early years provision and is keen to secure improvements. She has identified, for example, that the development of speech and language will lead to improved outcomes. She is determined to raise the proportions of children attaining a good level of development. However, her analysis and accuracy of children’s achievement lack the necessary clarity to inform the improvements which will make the most impact.
- Reception children listen carefully to instructions. Staff use questioning and a wide range of experiences to assess and broaden children’s knowledge, for example, when learning about planets. Staff intervene to address misconceptions, enabling children to develop their understanding. However, children’s thinking is sometimes not challenged.
- The quality of teaching, learning and assessment is typically good. Teachers provide well-planned activities that enthuse the children and are carefully matched to their learning needs. However, time for learning is occasionally lost through low-level disruption and poorly managed transitions between activities.



## School details

Unique reference number	142501
Local authority	Manchester
Inspection number	10057888

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	Board of trustees
Chair	Mr John Corcoran
Principal	Miss Hayley Brooker
Telephone number	0161 223 2805
Website	<a href="http://www.oldhalldrive.co.uk">www.oldhalldrive.co.uk</a>
Email address	<a href="mailto:head@oldhalldrive.manchester.sch.uk">head@oldhalldrive.manchester.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school converted to become an academy within the Wise Owl Trust in February 2016.
- The trust is responsible for strategic decision-making and provides a range of central services to support the school. The school's governing body is responsible for the monitoring and checking of standards of education in the school.
- The school is much larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is much higher than the national average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is much higher than the national average.
- The proportion of pupils with SEND is broadly at the national average.
- The proportion of pupils who have an education, health and care plan is broadly at the



national average.

## Information about this inspection

- The inspectors observed learning throughout the school in all classes and in a range of subjects and scrutinised pupils' work. Some of these activities were carried out jointly with members of the senior leadership team.
- Inspectors listened to pupils read.
- Observations were made of pupils' behaviour at the beginning of the day, at lunchtime, at breaktime and in the classroom.
- The inspectors met with pupils, formally and informally, to listen to their views.
- Meetings were held with the assistant principals, senior leaders, subject leaders and teachers, members of the governing body and representatives from the Wise Owl Trust and the local authority.
- The inspection team scrutinised a wide range of documentation, including information about pupils' attainment and progress, and the school's self-evaluation and improvement plan. Inspectors considered minutes of meetings and records relating to teaching and learning, pupils' attendance and behaviour and safeguarding of pupils. A scrutiny of the website was also undertaken.
- Inspectors considered the views expressed by parents through informal meetings. Inspectors analysed 10 responses received through the free-text facility on Parent View, Ofsted's online survey. Inspectors also analysed 20 responses to the pupil survey.

## Inspection team

Ian Shackleton, lead inspector	Ofsted Inspector
Kathy Nichol	Ofsted Inspector
Tina Cleugh	Ofsted Inspector

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28 January 2019

Mrs Helen Murden  
St Matthew's RC High School  
Nuthurst Road  
Moston  
Manchester  
Lancashire  
M40 0EW

Dear Mrs Murden

### **Special measures monitoring inspection of St Matthew's RC High School**

Following my visit with David Hampson, Ofsted Inspector to your school on 15 and 16 January 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in November 2017.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

The local authority's statement of action is fit for purpose.

The school's improvement plan is fit for purpose.

The school may appoint newly qualified teachers (NQTs) before the next monitoring inspection. I recommend that any such NQTs are supported with high-quality professional development provided by the national teaching school currently supporting the school.

I am copying this letter to the chair of the interim executive board (IEB), the

director of education for the Diocese of Salford, the regional schools commissioner and the director of children's services for Manchester. This letter will be published on the Ofsted website.

Yours sincerely

Emma Gregory  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection that took place in November 2017.**

- Rapidly improve leadership and management by:
  - ensuring that senior leaders assess the quality of teaching at the school accurately so that they can plan the improvements that are urgently required
  - ensuring that school leaders monitor and assess plans regularly and accurately in order to check that improvements are rapid and secure
  - sharpening governors’ understanding and analysis of the information that they are given so that they can hold leaders to account more effectively for the quality of teaching and pupils’ progress
  - ensuring that the leadership of teaching, including subject leadership, is more effective so that current weaknesses are addressed rapidly and sustainably
  - providing Year 7 pupils who are eligible for the literacy and numeracy catch-up funding with the support that they are entitled to
  - reviewing the subjects that pupils are taught so that they all follow courses that meet their needs and interests
  - ensuring that additional funding for disadvantaged pupils is managed effectively so that these pupils make the same progress as others nationally
  - ensuring that the leadership of mathematics is effective so that the quality of teaching and pupils’ outcomes improve rapidly
  - ensuring that the additional funding used to support pupils with special educational needs and/or disabilities (SEND) continues to improve their progress, especially in mathematics.
- Improve pupils’ personal development, behaviour and welfare by:
  - further raising expectations of pupils’ behaviour so that their conduct around school is consistently good
  - further increasing the regular attendance of disadvantaged pupils and those with SEND so that it is at least in line with other pupils nationally
  - insisting that pupils’ conduct in lessons is consistently good so that they make the progress that they should.
- Urgently improve the quality of teaching and learning and pupils’ progress, particularly in mathematics, by:
  - setting challenging work that takes account of pupils’ starting points and previous learning so that pupils, including those who are most able, make the progress that they should
  - making it clear to pupils what they need to do to improve their learning and

providing them with the opportunities to do so routinely

- sharpening the planning and use of questioning so that pupils think, respond and learn with more precision, depth and detail
- ensuring that teachers routinely share high expectations of pupils' work with them so that pupils are challenged to achieve high standards
- ensuring that teaching is consistently strong in order to secure the rapid increase in outcomes that is required
- ensuring that the planning and support provided for pupils with SEND lead to more rapid progress.

An external review of the school's use of the pupil premium funding 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.



## **Report on the first monitoring inspection on 15 and 16 January 2019**

### **Evidence**

During the inspection, the inspectors observed learning, scrutinised pupils' work and reviewed documentation. Inspectors met with the interim headteacher and other school leaders. Inspectors also met with a national leader of education (NLE) and specialist leaders of education (SLEs) who are providing external support through a national teaching school. The lead inspector also met with the executive principal of the national teaching school.

Inspectors spoke formally with two groups of pupils and three groups of staff, including a group of middle leaders and a group of NQTs. Inspectors also spoke informally with pupils and staff around the school. Inspectors observed pupils before and after school and during social times.

The lead inspector met with a group of subject leaders and five members of the IEB, including the vice-chair. The lead inspector held meetings with a representative from the local authority and the director of education for the Diocese of Salford.

Inspectors discussed matters relating to safeguarding with school leaders. With the school's business manager, an inspector discussed and reviewed the school's single central record of checks on the suitability of staff, governors and volunteers to work with pupils.

### **Context**

The local authority and the Diocese of Salford established an IEB in March 2018 to replace the governing body. The IEB acted to secure external support from a national teaching school. The national teaching school continues to provide support to the school. A new interim headteacher was appointed in September 2018. Ten teachers and two teaching assistants tendered their resignations at the end of the summer term 2018.

In September 2018, the roles and responsibilities of the senior leadership team were reassigned. A new special educational needs coordinator (SENCo) for pupils with SEND has been appointed. The SENCo is a senior assistant headteacher and is a member of the senior leadership team. A new director of science and director of religious education have been appointed at middle leadership level.

There have been several staff appointments since the previous inspection, including the appointment of seven NQTs across a range of subjects. A new lead practitioner and a teacher have been appointed in English. A new teacher of mathematics has been appointed. A specialist teacher of numeracy and literacy has also been appointed.

The school has been the subject of a directive academy order from the regional schools commissioner. So far, there has been little progress towards academy status. School leaders and the IEB are still unaware of any imminent plans to move this situation forward.

### **The effectiveness of leadership and management**

Following the previous inspection, there was limited internal capacity to move the school forward. This was because of inherent weaknesses in leadership at every level. Issues identified by inspectors could not be addressed initially. The governing body was not effective or efficient in its role. Consequently, an IEB was formed. As a result of disbanding the governing body and appointing the IEB, an external review of governance was not required.

Members of the IEB have a wealth of relevant expertise and knowledge. The swift action taken by the IEB meant that the school could begin a journey of much-needed improvement. The IEB was quick to commission support to remedy weaknesses at both senior and middle leadership levels. Members acted promptly to secure highly skilled support from experts from outside the school.

External experts have helped leaders to accept the problems which existed. These experts are making a positive difference to leadership at every level. They have also been active in improving the quality of teaching across the school. Arrangements are in place for support from a national teaching school to continue until the end of the academic year.

The IEB has also made key staffing appointments at both senior and middle leadership levels. A new interim headteacher was appointed in the summer term and took up post in September 2018. She has been instrumental in ensuring that staff work together to overcome the school's weaknesses. Staff are highly motivated and keen to improve the school. Following the improvements that have been made in the leadership of the school, staff can see a way forward.

The interim headteacher has implemented effective systems to monitor improvements. For example, there are systems to check on the quality of teaching. These are informing staff training and having a positive effect on the quality of teaching. Improving teaching and learning has been her primary focus.

The interim headteacher ensures that all judgements made about the quality of teaching are externally validated. This is done by staff from the local authority or by the national teaching school that is providing support. Plans to improve the school are accurately directed and the interim headteacher has left no stone unturned. She has prioritised leaders' actions to improve the school well. In addition, her plans focus on building leadership capacity and ensuring that the improvements made are sustainable.

Staff explained to inspectors that there has been a shift in the school's culture. Both pupils and staff welcome a higher level of challenge. The interim headteacher ensures that effective systems are in place to hold leaders to account. Middle leaders are held to account diligently for the quality of teaching in their subject areas. They meet regularly with senior leaders to assess and review the progress made in their subject areas.

An NLE completed a timely external review of leaders' use of pupil premium funding. Leaders were keen to learn from this and implement the recommendations made. Their actions have led to improvements in the quality of support that disadvantaged pupils receive. For example, the most able disadvantaged pupils benefit from additional support, which is having a positive effect on their progress. However, there have been intrinsic weaknesses in leadership and the quality of teaching for some time. As a result, disadvantaged pupils who left the school in 2018 underachieved considerably. However, leaders' assessment information and work in pupils' books show that the progress made by current disadvantaged pupils is improving.

There are now clear line management procedures to ensure that additional funding for disadvantaged pupils is used more effectively. The leadership of this area has been strengthened. As a result, current disadvantaged pupils are making greater gains in their learning than they have in the past. Leaders have appointed two new staff to manage and improve disadvantaged pupils' attendance and behaviour. Reducing the rates of absence and exclusion for this group of pupils remains a priority in ensuring that their outcomes improve.

Leaders have taken rapid action to address several significant issues in the provision for pupils with SEND. The leadership of this aspect has been overhauled. There are now effective systems in place which mean that pupils with SEND are identified swiftly. Consequently, they receive more timely and appropriate support. Leaders review diligently whether this support is helping pupils to make progress. Leaders have a clear action plan in place to improve this aspect of the school's work further.

A newly appointed senior assistant headteacher has put systems in place to ensure that those pupils who are entitled to support through the Year 7 catch-up funding are identified accurately. This means that these pupils benefit from a range of support when they join the school. Leaders monitor the impact of this support to ensure that it is having a positive effect. For example, the reading ages of this group of pupils have increased significantly in the current academic year.

Leaders and the IEB commissioned support for the mathematics department. This external support has helped to improve the overall quality of teaching in this subject. As a result, there were some improvements in outcomes in mathematics for pupils who left the school in 2018. There is increased capacity for improvement within the mathematics department. Lead practitioners in mathematics are working to raise teachers' expectations. This is increasing the level of challenge in pupils'

mathematical learning.

Leaders have made considerable changes to a curriculum that was not fit for purpose. For example, leaders have made changes to benefit low-ability and disadvantaged pupils. Following a review of this area, pupils now study appropriate courses that better meet their needs. In addition, pupils receive more suitable advice and guidance in preparation for their option choices at key stage 4.

### **Quality of teaching, learning and assessment**

The quality of teaching has improved across the school. This is because staff have benefited from training through support provided by external experts. Pupils explained to inspectors that they feel teaching is getting 'so much better'. Inspection evidence supports this view. For example, there is evidence of a higher level of challenge seen in the work of some pupils.

Teachers are more enthusiastic and confident in their teaching ability because of the training and support they have received. Teachers now make better use of questioning to develop pupils' learning. This is because teachers' expectations of what pupils can and should achieve are higher. Pupils are clear about what is expected of them. Teachers are challenging pupils, particularly in mathematics. Some pupils are able to learn from their mistakes. Nonetheless, occasions remain where pupils are unable to respond with the depth and detail required because the gaps in their learning still need to be made good.

Those teachers who are new to the profession are particularly positive about the support they receive. They appreciate the help they receive from external experts and more experienced colleagues in their subjects. NQTs feel that they receive appropriate support to manage pupils' behaviour effectively.

The support that teachers provide for pupils with SEND has improved considerably. Teachers are aware of pupils with SEND and use this information to plan learning that meets these pupils' needs. The newly appointed SENCo has ensured that there is a wide range of interventions to support this group of pupils. The progress of this group of pupils is monitored closely to ensure that teachers' support is effective.

### **Personal development, behaviour and welfare**

Since the appointment of the interim headteacher, there has been a change in the behaviour culture across the school. There are systems in place to improve pupils' conduct and punctuality. Teachers have greater confidence in these systems to manage pupils' behaviour effectively. Consequently, these are having a positive effect.

Initially, as staff expectations of pupils' behaviour increased, a higher proportion of pupils were excluded from school. The number of exclusions is now starting to

decrease. The same can be said for the number of behavioural incidents across the school.

Most pupils demonstrate positive attitudes to learning. There is still a very small proportion of pupils who disrupt learning. Teachers have higher expectations of pupils' behaviour during lessons and this is having a positive effect on pupils' attitudes to learning.

There have been some improvements in pupils' rates of attendance. For example, rates of attendance for pupils with SEND have improved. However, pupils' attendance continues to be a concern, particularly in the case of disadvantaged pupils. Despite several strategies, leaders have been ineffective in reducing the proportion of disadvantaged pupils who are regularly absent from school. Leaders have taken further action to strengthen the staffing of this area. It is too early to evaluate the impact of this.

### **Outcomes for pupils**

Pupils who left the school in 2018 underachieved considerably across several subjects. This was especially the case in English. There were some improvements in pupils' progress in mathematics. This is because teachers in this subject have been able to benefit from external support for a longer period.

Leaders ensure that the information teachers provide about pupils' progress is accurate. New systems ensure that teachers' assessments of pupils' progress are reliable. For example, external experts check that assessment information matches the work seen in pupils' books. Leaders' assessment information indicates that outcomes for current pupils are improving. This was also observed in pupils' books that were scrutinised by inspectors. A greater proportion of pupils are now making the progress of which they are capable. This is because more teachers are challenging pupils to improve their work and learn from their mistakes.

There are still shortfalls in the progress made by disadvantaged pupils compared with that of other pupils nationally. These are beginning to diminish, especially in key stage 3. Following improvements in the leadership of the school's SEND provision, pupils with SEND are making greater gains in their learning than they have done previously. This is because pupils with SEND are identified swiftly and more teachers are planning learning that meets their needs.

### **External support**

The local authority and diocese have created an IEB which now provides a high level of challenge and support for leaders.

The support provided by the national teaching school has been essential in driving improvements. Considerable support has been provided through a NLE and several

SLEs who work regularly with the school. This support has been effective in strengthening leadership at all levels.

The local authority, diocese and IEB are exploring a possible response to the directed academy order. However, progress in this area has been slow.

Title	Ofsted Subgroup
Membership 2018/2019	Councillors Alijah, Hewitson, T Judge, Lovecy (Chair) and Stone and Mrs B Kellner and Mr R Lammas (Co-opted)
Lead Executive Members	Councillor Bridges - Executive Member for Children's Services Councillor Rahman – Executive Member for Schools, Culture and Leisure
Strategic Directors	Paul Marshall - Strategic Director of Children's Services Amanda Corcoran – Director of Education
Lead Officers	Simon Taylor - Senior Schools Quality Assurance Officer Sean McKendrick - Deputy Director of Children's Services
Contact officer	Rachel McKeon - Scrutiny Support
Rationale	<p>This Subgroup has been established to:</p> <ul style="list-style-type: none"> <li>• consider inspection reports and performance information for Manchester Schools;</li> <li>• consider inspection reports and performance information for Manchester Children's Centres</li> <li>• consider inspection reports and performance information for Daycare providers in Manchester</li> <li>• consider inspection reports and performance information for Manchester City Council-owned children's homes</li> <li>• consider Ofsted inspections and guidance into how local authorities secure school improvement</li> <li>• liaise with Council Officers, School Staff and Early Years staff to identify barriers to performance</li> <li>• consider inspection reports and performance information for services for children in need of help and protection, looked after children and care leavers</li> <li>• make any necessary recommendations to the Children and Young People Scrutiny Committee</li> </ul>
Operation	This Subgroup will meet periodically and report its findings to the Children and Young People Scrutiny Committee by submitting minutes to the Committee.
Access to Information	<p>Meetings of this Subgroup will be open to members of the press and public except where information which is confidential or exempt from publication is being considered.</p> <p>Papers for the Subgroup will be made available to members of the press and public on the Council's website and in the Rates Hall of the Town Hall Extension except where information which is confidential or exempt from publication is being considered.</p>
Schedule of Meetings	Tuesday 12 March 2019 at 10 am

**Children and Young People Scrutiny Committee  
Ofsted Subgroup  
Work Programme – March 2019**

<b>Tuesday 12 March 2019 at 10 am (Report deadline Friday 1 March 2019)</b>				
<b>Item</b>	<b>Purpose of Report</b>	<b>Lead Officer</b>	<b>Executive Member</b>	<b>Comments</b>
Quality Assurance Board report	To receive a copy of the report prepared for the Quality Assurance Board on all inspections and their outcomes.	Simon Taylor Rachel McKeon	Councillor Rahman Councillor Bridges	See January 2019 minutes
Ofsted Inspections of Manchester Schools	To receive a list of all Manchester schools which have been inspected since the last meeting and the judgements awarded. To consider inspection reports for a selection of the schools.  To include the Ofsted monitoring visit letters for Newall Green High School, The Grange and St Matthew's High School.	Simon Taylor Rachel McKeon	Councillor Rahman	See January 2019 minutes
Schools Judged "Requires Improvement"	To receive a document summarising the schools which are currently judged as "requires improvement" and progress being made to secure improvements.	Simon Taylor Rachel McKeon	Councillor Rahman	See January 2019 minutes
Daycare Providers	To receive a summary of Ofsted inspection information for daycare providers. To consider inspection reports and performance information for a selection of daycare providers.	Simon Taylor Rachel McKeon	Councillor Bridges	
Terms of Reference and Work Programme	To review the Terms of Reference and work programme.	Rachel McKeon	-	