



Overview and Scrutiny Ofsted Subgroup

Date: Wednesday, 19 January 2022

Time: 10.00 am

Venue: Council Chamber, Level 2, Town Hall Extension

Everyone is welcome to attend this subgroup meeting.

Access to the Public Gallery

Access to the Public Gallery is on Level 3 of the Town Hall Extension, using the lift or stairs in the lobby of the Mount Street entrance to the Extension. **There is no public access from any other entrance.**

Membership

Councillors –Lovecy (Chair), Bano, Foley, Hewitson, Nunney and Reid

Agenda

- 1. Minutes** 3 - 6
To approve as a correct record the minutes of the meeting held on 24 November 2021.
- 2. Ofsted Inspections of Manchester Schools** 7 - 8
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.
- 2a. All Saints Primary School** 9 - 16
- 2b. Peel Hall Primary School** 17 - 24
- 2c. Rack House Primary School** 25 - 32
- 2d. Saviour C of E Primary School** 33 - 40
- 3. Terms of Reference and Work Programme** 41 - 44
Report of the Governance and Scrutiny Support Unit

To review the Terms of Reference and Work Programme of the Subgroup.

Further Information

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

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This agenda was issued on **Tuesday, 11 January 2022** by the Governance and Scrutiny Support Unit, Manchester City Council, Level 2, Town Hall Extension, Manchester M60 2LA.

Children and Young People Scrutiny Committee – Ofsted Subgroup

Minutes of the meeting held on 24 November 2021

Present:

Councillor Lovecy – in the Chair
Councillors Hewitson, Nunney and Reid

Apologies:

Councillor Foley

CYP/OSG/21/01 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 22 January 2020.

CYP/OSG/21/02 Responding to Children in Need of Help, Support and Protection

In response to a Member's question about the areas that Ofsted would focus on in their inspection, the Strategic Director for Children and Education Services drew Members' attention to the information in the two presentations, included in the papers, which had previously been delivered to the Children and Young People Scrutiny Committee and outlined the approach Ofsted was likely to take. He highlighted some of the key areas they were likely to look at, including the number of referrals to social services, partnership working and how well partners such as schools, police and health colleagues understood the threshold for referrals. He also highlighted the recent Local Government Association Peer Review and offered to bring this to a future scrutiny meeting. In response to a Member's question, he reported that he had not yet received the letter outlining the feedback from the Peer Review but that the verbal feedback had been positive, while also providing a lot to consider.

A Member advised that IT had been identified as an issue of concern on recent visits to social work teams. The Deputy Director of Children's Services explained that the service had invested in technology in 2017 and 2018 so a lot of laptops were coming to the end of their shelf-life in 2020, coinciding with the pandemic and supply issues, so there had been delays in the distribution of new laptops. He acknowledged that Wi-Fi was poor across the service's estate but advised that a temporary fix had been put in place. He also outlined the work taking place to resolve outstanding IT issues. The Chair advised that it was important that staff were being kept informed about what was being done to try to resolve issues rather than surmising that managers were not bothered about the issues they were having.

The Chair commented positively on a recent visit she and other Members of the Children and Young People Scrutiny Committee had undertaken, highlighting the team spirit within the social work teams. The Strategic Director for Children and Education Services advised that these visits were important because they made staff feel listened to and Members were able to amplify issues.

The Chair commented that the changes to the Longsight Office, including the increase in informal spaces, was working well. A Member emphasised the importance of issues such as IT and the buildings that social workers were working in, advising that these could have an impact on staff retention. The Strategic Director for Children and Education Services advised that support from colleagues was important for social workers and that there needed to be an office environment that enabled this. He informed Members about work taking place across the Council to look at the condition of its entire estate. The Subgroup discussed the possibility of having more co-located services.

A Member welcomed that fewer children were becoming Looked After, praising the role of Alonzi House and Edge of Care Services. The Deputy Director of Children's Services advised that Mental Health support was important, in particular early intervention, including universal services, Healthy Schools, THRIVE and working collaboratively with Child and Adolescent Mental Health Services (CAMHS).

A Member commented positively on the work of schools during the pandemic. The Chair welcomed the partnership working which had been taking place, including with the Voluntary and Community Sector.

The Chair reported that, based on recent visits to social work teams, staff felt that they could concentrate on significant cases while advising on others; however, she commented, that sometimes schools staff who were experienced in safeguarding felt that a particular case met the threshold for social work intervention but that this was not accepted by Children's Services. The Strategic Director for Children and Education Services acknowledged that sometimes different professionals held different views on a particular case and he outlined how he and his service were engaging with schools and how clusters of schools were working together. The Chair emphasised the important role of schools and the importance of ongoing conversation and relationship building.

The Strategic Director for Children and Education Services suggested that the Children and Young People Scrutiny Committee could look again at proxy indicators, such as repeat referrals. In response to a Member's comments, he also suggested that Members could look at serious youth violence at a future scrutiny committee meeting. The Chair suggested that Members could look at the outcomes from Serious Case Reviews.

The Deputy Director of Children's Services advised that improved services with strong partnerships resulted in better outcomes for children and families and also more opportunities to apply for and obtain grant funding.

Decision

To note the discussion and the issues raised.

CYP/OSG/21/03 Ofsted Inspections of Manchester Schools

The Senior School Quality Assurance Officer provided Members with details of the Ofsted visits which had taken place during the 2020-2021 academic year. She

explained that routine inspections had been put on hold during the pandemic but that Ofsted inspectors had still been visiting schools – either remotely or in person – during this time. She drew Members' attention to the Section 8 visits which had taken place, advising that these did not result in a judgement but that the reports from these visits had been overwhelmingly positive. She reported that, for schools which had been previously judged as Requires Improvement or below, Section 8 monitoring inspections had continued and that these had been very positive.

A Member commented that, due to the use of virtual visits and reduced staffing, Ofsted were relying more on data to assess schools. She also reported that in some areas of the city, and particularly in the secondary sector, there were some very good schools and some not so good schools and that the leadership and management were key to this.

In response to a question from the Chair, the Senior School Quality Assurance Officer confirmed that Newall Green High School had closed. She informed Members that the Council had raised at a national level the pressures that Manchester schools had faced during the pandemic. She highlighted that some schools had received multiple Ofsted visits within a short period of time and offered to provide an update at the next meeting. The Chair commented on the excellent work of Manchester schools during the pandemic and the additional pressures that they had been placed under, particularly schools which had already been struggling.

The Subgroup considered the recent Ofsted report for Manchester Enterprise Academy, which stated that this continued to be a good school. Members welcomed this and discussed the school's Fantastic Futures programme. A Member expressed concern at the new, more simplified report format that Ofsted was now using, which the Senior School Quality Assurance Officer advised was written to be accessible for parents and families. The Chair commented on the low numbers in the school's sixth form, to which another Member responded that the sixth form was closing down. The Chair noted the comment in the report about boisterous behaviour and advised that the important issue was how this was dealt with. In response to a question from the Chair, the Senior School Quality Assurance Officer advised that the school's Alternative Provision would have been included in the inspection and, if there had been any concerns about it, this would have been mentioned in the report.

The Subgroup considered the recent Ofsted report for Wright Robinson College, which stated that this continued to be an outstanding school. The Senior School Quality Assurance Officer explained that schools that had been judged outstanding had previously been exempt from routine inspections but that this had now changed. She informed Members that schools which were last inspected before 2015 were receiving a Section 5 inspection and that schools which had been inspected since 2015 were receiving a less wide-ranging Section 8 inspection and that Wright Robinson fell into the latter category. The Chair commented that it was an impressive report. A Member reported that the school was over-subscribed but did not suit all children and that it had strict behaviour management. She advised that it welcomed new arrivals and was an inclusive school. The Chair expressed concern at the zero tolerance behaviour policies and asked if the school had in-house Alternative Provision. Another Member advised that pupils would remain on roll but attend a nearby Alternative Provision. She also commented that it was very inclusive

of children with Special Educational Needs and Disability (SEND).

Decisions

1. To write to Manchester Enterprise Academy and Wright Robinson College to congratulate them on their recent Ofsted reports.
2. To arrange visits to both schools.

CYP/OSG/21/04 Terms of Reference and Work Programme

The Subgroup considered the Terms and Reference and Work Programme. A Member suggested that the next meeting again look at both Children's Services and schools. The Chair proposed that the next meeting take place on 19 January 2022.

Decision

To approve the Terms of Reference and Work Programme, subject to the above comments.


Schools - OfSTED Inspection Outcomes
Academic Year 2021 22

School	Type of Inspection	Dates	Outcome
Manchester Enterprise Academy	Section 8	21&22 Sept 2021	Manchester Enterprise Academy continues to be a good school
Saviour CofE Primary	Section 8	5&6 Oct 2021	There has been no change to Saviour Primary School's overall judgement of good. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will be a full (section 5) inspection.
Peel Hall Primary	Section 8	5&6 Oct 2021	There has been no change to Peel Hall Primary School's overall judgement of good. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will be a full (section 5) inspection.
Rack House Primary	Section 5	6&7 Oct 2021	Good overall B&A / PD outstanding
Wright Robinson College	Section 8	6&7 Oct 2021	Wright Robinson College continues to be an outstanding school
All Saints Primary Gorton	Section 8	12&13 Oct 2021	There has been no change to All Saints Primary School's overall judgement of good. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will be a full (section 5) inspection.
Crowcroft Park Primary	Section 8	19&20 Oct 2021	Crowcroft Park Primary continues to be a good school
Chorlton High	Section 8	19&20 Oct 2021	Chorlton High continues to be a good school
Our Lady's RC High	Section 8	3&4 Nov 2021	Our Lady's RC High continues to be a good school

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Inspection of a good school: All Saints Primary School

Belle Vue Street, Gorton, Manchester M12 5PW

Inspection dates:

12 and 13 October 2021

Outcome

There has been no change to All Saints Primary School's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy school. They said that their teachers and friends are the best aspects of the school. Pupils value the warm and friendly relationships that they have with staff.

Pupils benefit from the range of support that staff provide for their well-being. Leaders ensure that pupils' social and emotional needs are met well.

Pupils are well mannered, friendly and respectful. They said that they behave well, and that bullying is rare. If bullying does happen, pupils are confident that leaders will deal with it swiftly and effectively. Pupils told the inspector that they feel safe.

Pupils speak fondly of the visits, visitors and special days that they enjoyed in the past. They are very pleased that more of these are planned now that the COVID-19 restrictions have eased.

The new leadership team expects all pupils to do well at school. However, not all pupils achieve as well as they should. For example, some pupils cannot read confidently and accurately.

What does the school do well and what does it need to do better?

Instability in the leadership of the school since the previous inspection led to a curriculum that was not well planned. This means that pupils have not remembered as much of their learning as they need to be successful. The current leadership team has improved the school's curriculum. However, the new curriculum plans are not fully in place in some subject areas. As a result, pupils' achievement is not as strong as it should be.

The new curriculum identifies the important knowledge that leaders want pupils to learn, revisit and remember. For example, in mathematics, teachers give pupils time to learn

important number facts and practise written calculations. Similarly, in history, staff make sure that pupils revisit their previous work in order to help with their learning. However, some subject plans do not include well-ordered steps in learning from the early years through to Year 1. Subject leaders have not fully considered how learning in the early years will build important foundations for children's future learning.

Children begin learning phonics as soon as they enter the Nursery class. Younger pupils are able to use their phonics knowledge to recognise and read words. However, pupils' reading books do not fully match the sounds that pupils know. Older pupils can describe their favourite books and authors. Despite this, some pupils' reading skills are not sufficiently developed for them to access the rest of the curriculum. This is because the previous curriculum did not enable them to develop as fluent and accurate readers. Leaders have introduced a new phonics and reading curriculum. Curriculum plans identify precisely the order that pupils should learn new letters and sounds. Leaders have also provided useful training for all staff. However, the new curriculum has not been implemented in all classes across the school.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) are identified accurately. Detailed learning plans set out precisely the help that these pupils should receive in school. Effective support from experienced staff enables pupils with SEND to access the same curriculum as other pupils. Leaders have clear arrangements to ensure that pupils' needs are met quickly. Staff work closely with outside agencies and specialist providers to ensure that pupils with SEND receive the support that they need. These pupils make similar progress to other pupils in school.

Pupils are well behaved in their lessons and around school. They listen carefully to their teachers and concentrate on their learning. They are keen to do their best.

Leaders ensure that pupils learn about the wider world. They learn about different cultures and religions. They know that everyone is equal. Leaders have planned a curriculum that includes a variety of memorable experiences for pupils to enjoy. For example, pupils visit museums and a concert hall. Visitors to school deepen pupils' understanding of the school's personal, social and health curriculum. Pupils, parents and carers value the range of after-school clubs, including sports and music.

Staff value working closely with teachers from a local school. They speak positively about how these opportunities support their own leadership skills and teaching. Staff appreciate the trust that the leadership team places in them. They recognise leaders' efforts to consider their workload when new initiatives are being introduced. There is a strong sense of community in the school. The support given to families throughout the pandemic highlights the care and consideration leaders give to all members of the school community.

In discussion with the headteacher, the inspector agreed that early reading may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors are well trained in how to ensure that pupils are kept safe. Staff recognise the importance of promoting pupils' health, well-being and social and emotional development.

Leaders ensure that pupils are given the right support when this is needed. Links with other agencies are strong and support is arranged in a timely manner. Leaders keep meticulous records to check that the right support is available for pupils and their families.

Pupils learn how to keep themselves safe and to recognise danger. Leaders' close liaison with the local community police officers enhances this work.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum that leaders have planned is at an early stage of implementation. In these subjects, pupils have not learned all the important knowledge that they need to prepare them for their future learning. Leaders should work with teachers to ensure that the curriculum plans are fully implemented and enable pupils to achieve well across all subjects.
- The previous reading curriculum did not support pupils effectively in developing their early reading skills. The new reading curriculum is at an early stage of implementation. Leaders should ensure that the new curriculum has the intended impact in order to improve the progress that pupils make in reading. Leaders should also ensure that pupils are able to practise their phonics knowledge by reading books that match the sounds that they know.
- Subject leaders have not fully considered how children's learning in the early years will prepare them well for future learning. This means that children's learning does not build in a logical order as they move from the early years into Year 1. Leaders should ensure that in all subjects, the curriculum plans contain carefully ordered steps in learning, starting from the early years.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in July 2011.

How can I feed back my views?

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Further information

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In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105480
Local authority	Manchester
Inspection number	10199648
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair of governing body	Anne Unwin
Headteacher	Gaynor Stubbs
Website	www.allsaints-pri.manchester.sch.uk
Date of previous inspection	1 March 2016, under section 8 of the Education Act 2005

Information about this school

- There is an interim leadership team in place.
- The school shares its leadership team with another local school and is exploring closer links between the two schools.
- New governors have been appointed since the last inspection.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the headteacher. This was taken into account by the inspector in his evaluation of the school.
- The inspector spoke with the interim executive headteacher, the interim executive deputy headteacher, the interim deputy headteacher, the special educational needs coordinator and the pastoral leader. He also spoke with a group of governors, including the chair of governors. The inspector also spoke with a representative from the local authority.

- The inspector looked at a range of documents, including the school's central record of checks undertaken on staff and visitors, and safeguarding records.
- The inspector carried out deep dives in early reading, mathematics and history. He talked with the curriculum leaders of these subject areas. The inspector also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. The inspector also observed pupils reading to their class teacher.
- The inspector observed pupils' behaviour in lessons and as they moved around the school.
- The inspector spoke with a group of pupils about their experiences at school.
- The inspector looked at the responses to Parent View, Ofsted's online survey, including the free-text responses. He also met with a group of nine parents to find out their views of the school. The inspector also considered the responses to Ofsted's questionnaire for staff and pupils' questionnaire.

Inspection team

Ian Shackleton, lead inspector

Ofsted Inspector

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Inspection of a good school: Peel Hall Primary School

Ashurst Road, Wythenshawe, Manchester M22 5AU

Inspection dates:

5 and 6 October 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Most pupils are happy at the school. Pupils arriving for breakfast club do so with enthusiasm. Those who learn to play a musical instrument, such as the trombone, are excited about their special learning. Most pupils feel safe at the school. Pupils who met the inspector said that staff regard bullying seriously, act quickly and resolve problems.

Some pupils do not behave as well as they should. They can be restless and sometimes behave too casually in classes, yet pupils in other classes show effective self-control and self-discipline. Although improving, some pupils do not attend school regularly enough.

Most pupils enjoy their learning. Leaders and staff plan and teach the curriculum to help pupils to remember important information. Leaders have high expectations for pupils' achievement. That said, pupils do not learn all the information that they need. Some of pupils' learning does not build fully on their learning in the early years. Some pupils' reading books do not match their phonic knowledge. This means that their books are too complex and they struggle to read, yet most other pupils have reading books precisely matched to their needs and they read well. Pupils enjoy reading. Even so, some of the school's library areas are unattractive and provide pupils with a narrow range of books.

What does the school do well and what does it need to do better?

Leaders and staff have successfully organised the school's curriculum into a logical order. They ensure that units of work cover the subjects in the national curriculum. Teachers plan topics and activities for pupils that are worthwhile. Leaders work with staff to identify gaps in pupils' understanding. They use this information to refine the planned curriculum for pupils. For instance, in mathematics staff repeat the teaching of work that pupils cannot recall quickly and accurately. This approach deepens pupils' existing knowledge and enthuses pupils about their learning.

Training from leaders and from experts outside of the school is helping staff to become more knowledgeable about curriculum subjects and teaching. Pupils, including disadvantaged pupils, are beginning to remember and understand more of the school's curriculum, yet the curriculum sometimes focuses too much on skills, activities or large bits of knowledge. Staff do not always teach pupils the essential, small bits of knowledge that they need. Leaders do not plan the curriculum in key stages 1 and 2 well enough to build on the knowledge that pupils gained in the Nursery and Reception classes. These curriculum weaknesses mean that not all pupils achieve as well as they should.

Staff teaching early reading understand and carefully follow the school's chosen phonics programme. They give regular, extra support to pupils who find reading difficult or need extra practice. This help ensures that pupils are starting to catch up with their peers in learning to read. Pupils read with increased understanding and fluency. Nevertheless, teachers do not ensure that all pupils' reading books match the phonics that they already know. This means that some pupils are not reading accurately. Several library areas for pupils lack enough quality, range and thoughtful presentation of books.

Most pupils behave calmly and sensibly, including at breakfast club and at lunchtime. Pupils who met with the inspector were polite and well behaved. However, in some classrooms a few pupils rock on their chairs. They fidget and start talking, instead of paying full attention to staff. Some teachers do not manage this low-level disruption well. These behaviours distract other pupils from their learning and sometimes interrupt teaching. In other classes, such disruption is minimal, and staff resolve problems promptly and successfully. Some pupils do not attend school as much as they should. Leaders are taking determined action to resolve this matter.

Teaching staff assess the needs of children and pupils with special educational needs and/or disabilities (SEND) quickly and accurately, including in the early years. Leaders make sure that these pupils follow the same curriculum as other pupils. Teachers plan activities in smaller chunks where needed. Staff provide extra help in classrooms for pupils with SEND. Leaders work well with other agencies to ensure that all pupils with SEND get the help that they need.

Staff teach pupils to respect diversity, for instance through celebrating International Women's Day. Pupils meet with people such as a Paralympian, including learning why some use a wheelchair. More recently, pupils have learned about key minority ethnic figures, such as the England football player Marcus Rashford. Before the COVID-19 pandemic, pupils enjoyed activities including judo, reading club and art club. Staff plan to relaunch their programme of extra-curricular activities for pupils this month.

Leaders and governors know the key issues in the work of the school. They act to improve the quality of education and pupils' behaviour and attendance. Leaders effectively support the well-being of staff and ensure that all staff have a reasonable workload.

In discussion with the headteacher, the inspector agreed that science, music and history, alongside reading and mathematics, may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff notice and act when pupils may need extra help and protection. They treat all safeguarding issues, including pupils' absences from school, with appropriate seriousness. Pupils feel confident to tell staff their worries. Leaders make sure that staff give pupils any initial support that they need. They quickly refer more serious concerns to other professionals such as those in social care, health workers and the police. Leaders and staff make sure that all pupils know how to stay safe, such as when meeting strangers online. They teach older pupils of the dangers of knife crime and gangs. They teach all boys and girls how to respect one another.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not identify all the knowledge that staff will teach children and pupils. Teaching in key stages 1 and 2 does not link well with pupils' previous learning in the early years. This means that some children and pupils do not learn as well as they should. Leaders should make sure that teachers plan all the component knowledge that staff will teach. Leaders should double-check that the curriculum in key stages 1 and 2 builds on children's learning in the early years.
- For pupils at the early stages of learning to read, staff do not provide all pupils with reading books that closely match their knowledge of letter sounds and words. This issue is likely to hold some pupils back from developing enough confidence and fluency in reading. Leaders should ensure that all reading books for pupils match their phonic knowledge.
- Some children's and pupils' access to high-quality fiction and non-fiction books is limited, including in the Nursery class. Some books are worn, sometimes the book choices are too narrow for the age of the pupils and some books are not presented well. This is likely to spoil some children's and pupils' enjoyment of books. Leaders should make certain that staff provide all children and pupils with a wide range of high-quality books in ways that inspire their love of reading.
- Some pupils do not behave properly in classrooms. Some staff do not successfully resolve low-level behaviour issues. This affects some pupils' concentration and learning. Leaders should ensure that all staff manage pupils' behaviour well. They should make sure that all pupils learn to conduct themselves with self-control.
- Some pupils do not attend school as often as they should. They are not likely to learn all the curriculum knowledge that they need. Leaders should make certain that all pupils attend the school regularly.

Background

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This is the second section 8 inspection since we judged the school to be good in July 2012.

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Further information

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In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105468
Local authority	Manchester
Inspection number	10199577
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	276
Appropriate authority	The governing body
Chair of governing body	Scott Hawley
Headteacher	Julie Brownlee
Website	www.peelhallprimary.co.uk
Date of previous inspection	8 December 2015, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection there have been several changes of staff, including the appointment of a new headteacher and deputy headteacher. The chair of governors is also new to their role.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher and deputy headteacher, an officer of Manchester local authority and the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector looked at additional information about the curriculum in all subjects in the early years.

- The inspector listened to some pupils from Year 1, Year 2 and Year 3 reading to staff.
- The inspector spoke with groups of pupils in key stages 1 and 2 about their learning and about behaviour and bullying. The inspector spoke with children in the Nursery as they played.
- The inspector met with two designated safeguarding leaders and checked how leaders record and respond to safeguarding concerns. He spoke with pupils, parents and staff about safeguarding. He checked a sample of school safeguarding policies and leaders' record of checks on the suitability of staff to work with pupils.
- The inspector considered 45 responses from pupils and 17 responses from staff to surveys by Ofsted. There were too few responses from parents to the online Ofsted Parent View survey to analyse. The inspector reviewed the five free-text comments from parents. The inspector spoke with some parents as they brought their children to school.

Inspection team

Tim Vaughan, lead inspector

Her Majesty's Inspector

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Inspection of Rack House Primary School

Yarmouth Drive, Northern Moor, Wythenshawe, Manchester M23 0BT

Inspection dates: 6 and 7 October 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Rack House is a vibrant school with a strong community spirit. Pupils are safe, happy and enjoy school. They behave exceptionally well. They are polite and respectful towards each other and the adults who teach them. Leaders have high expectations for every pupil. The care and support that staff provide are of the highest quality.

Staff help pupils to learn how to look after themselves both physically and mentally. They make regular checks on pupils' well-being. They teach pupils to understand the importance of respect and equality. This is evident in pupils' words and in their deeds. Pupils told inspectors that bullying rarely happens. They said that pupils help each other to resolve problems. Pupils said that if this does not work, a member of staff will always help and sort problems out.

Staff provide a wide range of experiences for pupils to develop their talents and interests. They use trips and residential visits to support pupils' learning. Pupils have the chance to participate in several after-school clubs and sporting competitions. Older pupils also learn to play the steel drums.

There are many opportunities for pupils to take on extra responsibilities. This includes playground buddies, school councillors and eco warriors. Pupils enjoy these important roles.

What does the school do well and what does it need to do better?

Leaders and staff are aspirational for all pupils at this school. They want to make sure that all pupils have the best possible education. Leaders have developed an ambitious curriculum. They have given careful thought to the content of each subject. They have worked with subject leaders to build curriculum plans that are well structured so that pupils' knowledge builds on their prior learning. This is helping pupils to progress well through most curriculum areas. However, in a small number of subjects, there is a lack of precision about the knowledge that pupils need to acquire in each year group. This prevents pupils from making the progress that they could through these curriculum areas.

Leaders have made early reading a high priority and placed it at the heart of the school's curriculum. They have recently reviewed and strengthened the teaching of phonics. Staff have a good understanding of how pupils need to be supported to progress through the phonics curriculum. They ensure that pupils can use their phonics knowledge to sound out unfamiliar words. Staff make sure that pupils read books that are matched to the sounds that they have learned. Careful, regular assessments help staff to identify any pupils who are struggling. Staff provide additional support to help these pupils catch up quickly with their peers. The older pupils that inspectors met with talked enthusiastically about the books they are reading. They also had a good knowledge of authors and poets from different eras.

The good quality of education begins in the early years. Staff work effectively with parents and carers to ensure that children learn the school's routines and settle into school life quickly. Children enjoy exploring, playing and learning in the stimulating environment, both indoors and outdoors. They listen closely when staff are reading stories and teaching them about mathematics. The wide range of interesting resources allow children to follow their interests.

Staff make regular assessments of pupils' needs and development. This helps to identify those who are struggling with their well-being or aspects of their learning. The leader for pupils with special educational needs and/or disabilities (SEND) works closely with teachers to identify the needs of these pupils and ensure that they have the right support. This ensures that pupils with SEND can access the same learning as their peers. This also enables pupils who attend the special provision to spend part of each day working in class alongside their year-group peers.

Staff support pupils' personal development exceptionally well. They provide high-quality pastoral support and help pupils to develop respect for different lifestyles, religions and cultures. Pupils also develop a strong understanding of the importance of healthy living.

Pupils behave extremely well. They have excellent attitudes to learning and behave impeccably during lessons, breaks and dinner times.

Governors share the headteacher's ambition and high expectations. They are knowledgeable about the school's policies and practice and provide both support and challenge to school leaders.

Staff are proud to work at the school. They feel extremely well supported and appreciate the steps that leaders take to consider staff workload.

Almost every parent who responded to Parent View, Ofsted's online questionnaire, would recommend the school to others. Their positive views are reflected in the written comments shared with inspectors. One parent wrote, 'The staff are amazing. Kind, approachable and supportive'.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher and governors make sure that staff are well trained in safeguarding matters. Staff understand how to respond if they have any concerns about a pupil's welfare or safety. Pupils are taught well about how to keep themselves safe. For example, they have a good understanding of how to keep themselves safe while working or playing online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not identified the precise knowledge that pupils need to acquire and the sequence in which this should be learned. Leaders should ensure that all curriculum plans detail exactly what pupils need to learn and how this learning should build on what they already know.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

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Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105448
Local authority	Manchester
Inspection number	10200815
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair	Ken Ashberry
Headteacher	Darren Amesbury
Website	www.rackhouseschool.org.uk/
Date of previous inspection	13 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school manages a specially resourced provision for seven pupils with SEND on behalf of the local authority. At the time of this inspection, five pupils were attending full time.
- The governing body manages a breakfast club and several after-school clubs.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher, the two assistant headteachers and other members of the leadership team, including the leader for SEND.

- The lead inspector met with seven governors, including the chair of the governing body.
- Inspectors observed pupils' behaviour in lessons and during break times.
- Inspectors visited the early years classrooms and spoke with the early years leader and other adults who work in the early years.
- The lead inspector examined safeguarding records. He also met with the designated safeguarding lead, to discuss the school's arrangements for keeping pupils safe.
- Inspectors carried out deep dives in reading, mathematics, history, science and physical education. As part of this process, they met with subject leaders, visited lessons and spoke with teachers. They also looked at pupils' work and talked with pupils about their learning. Inspectors also looked at curriculum plans and pupils' work in other subjects. The lead inspector also listened to pupils reading.
- Inspectors considered the 108 responses to Ofsted's online survey, Parent View. They also looked at the 40 responses to the staff survey.

Inspection team

Paul Tomkow, lead inspector	Her Majesty's Inspector
John Littler	Ofsted Inspector
Louise McArdle	Ofsted Inspector

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Inspection of a good school: Saviour CofE Primary School

Eggington Street, Collyhurst, Manchester, M40 7RH

Inspection dates:

5 and 6 October 2021

Outcome

There has been no change to Saviour CofE Primary School's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy coming to this welcoming and friendly school. Pupils who are new to the school find it easy to make friends here. Pupils use the golden rules of 'Be ready, be respectful and be safe' to create a happy and positive atmosphere. The pupils who spoke to the inspector said that they feel lucky and proud to be part of the school.

Pupils said that they understand the harmful effects of bullying. As such, instances are rare. Pupils know that staff will act quickly to address any signs of misbehaviour, or incidents of bullying before they escalate. Pupils feel safe because of the care they receive from staff. Pupils know who to approach if they have any concerns.

Pupils are enthusiastic about the opportunities that they have to develop their learning beyond the classroom. They have a wide range of clubs, such as boxing, outdoor learning, and dance, as well as opportunities to learn musical instruments. They undertake extra art and design projects with visiting professionals and access workshops in holiday time, such as one for drama with the Royal Theatre Company.

However, the expectations that leaders and teachers set for pupils' learning, including those pupils with special educational needs and/or disabilities (SEND), in reading and some other subjects are not high enough. Pupils cannot recall some of the key knowledge that they have learned because the curriculum they are taught does not build on what they know.

What does the school do well and what does it need to do better?

Senior leaders have started to take appropriate action to address weaknesses in the school's curriculum. Their efforts have been hampered by the effects of the COVID-19 (coronavirus) pandemic and by several key staffing changes. The staff currently at the school feel well

supported by leaders and feel that they are considerate of their workload. They are all on board with the direction that leaders and governors have set for improving the school.

Leaders have put in place two new libraries and a new reading scheme to promote a love of reading across the school. Teachers match books to pupils' phonics knowledge well. However, there is not a coherent approach to the teaching of reading, including phonics. Although children in the Reception Year learn appropriate letters and sounds, pupils in key stage 1 have fallen behind the school's intended curriculum. This is mainly because the previous phonics programme for the early years and key stage 1 was not good enough. In addition, the systems in place to support pupils to catch up with their phonics knowledge have not been effective.

The special educational needs coordinator has put effective measures in place to identify pupils who have difficulties in learning. For some pupils, the intensive support that they have received to develop their speech and language has led them to reading and communicating with increasing confidence and fluency. However, the weaknesses in the curriculum for reading mean that many pupils with SEND continue to struggle to read fluently.

Subject leaders have clearly thought about what they want pupils to achieve by the end of each year in each subject, including in the early years. However, in some subjects, such as geography and history, these plans do not identify the key knowledge that pupils need to learn to reach these goals. Teachers do not build on pupils' prior learning well enough. For example, the interactions between staff and children in the early years lack a clear focus on extending children's thinking. As a result, children and pupils do not build upon the useful knowledge that they have been taught in the past, in some subjects.

Where the curriculum is better, such as in mathematics, pupils, including those with SEND, can recall their prior learning and apply this to their current work. Teachers check on pupils' knowledge to identify any gaps in their learning. Teachers move pupils on to new content quickly.

Pupils behave well in lessons and around the school. This means there is no disruption to learning.

Governors assure themselves of the quality of the curriculum through support offered by the local authority. Although governors ask questions at meetings, these do not go far enough in holding leaders to account for the pace of school development. As such, the pace of improvement since the previous inspection has been uneven.

Leaders have put in place meaningful activities to further develop pupils' cultural and spiritual development. Year 6 pupils have created large murals around the school to 'make their mark'. Other pupils learn about their local heritage, such as writing their own songs about aspects of local history. This has fostered pride among pupils in belonging to their local community.

In discussion with the headteacher, the inspector agreed that geography and history may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand the importance of safeguarding. They are vigilant and are well placed to spot any signs of abuse. Leaders have a good understanding of the local issues. They have put in place clear procedures for staff to follow if they have any concerns. Records are detailed and build up a picture of concerns overtime, to identify any pupils or families that need help. Leaders ensure that any concerns about pupils are followed up rigorously. Where appropriate, leaders involve other agencies to work with families in need. Many of the parents and carers that responded to Ofsted's Parent View survey were positive about the support that they receive.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is not a consistent approach to the teaching of the reading and phonics curriculum. This means that pupils have not been supported well enough in the past to read fluently and confidently. Leaders should ensure that the curriculum for phonics and reading is structured more clearly to build on pupils' prior knowledge. Leaders should ensure that pupils catch up with the planned curriculum as soon as possible.
- The planning for some subjects does not clearly identify the essential knowledge that leaders want pupils to learn. This means that teaches are not sure of when the most useful content should be taught. This has led to pupils being confused about what information is helpful for their future learning. Leaders should specify clearly what key knowledge is to be taught and when, so that pupils can build on their prior learning more effectively.
- Governors have not held leaders to account well enough for the quality of education in the school. This has meant that the pace of improvements in the school has not been quick enough. As a result, pupils' knowledge lags behind the planned curriculum in some areas, particularly in reading. Governors should ask more challenge questions of leaders, to support them in bringing about positive changes to the curriculum more swiftly.

Background

When we have judged good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 14–15 June 2016.

How can I feed back my views?

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School details

Unique reference number	105548
Local authority	Manchester
Inspection number	10199846
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Catherine Hilton
Headteacher	Eileen Anderson
Website	https://www.saviour.manchester.sch.uk/
Date of previous inspection	14 – 15 June 2016, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, the school have closed the nursery provision.
- There has been a number of staffing changes, including to the senior management. The headteacher started in September 2018 and an assistant headteacher has been appointed with effect from September 2021. Seven teachers have left the school in the last two years.
- The school does not make use of any alternative provision.
- The schools last section 48 inspection took place in December 2016. Governors have made appropriate arrangements with the diocese for the next inspection to take place in the near future.

Information about this inspection

This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.

- The inspector met with senior leaders, subject leaders and members of the school staff. The inspector also spoke to the chair of governors and held a discussion with representatives from Manchester local authority and the Diocese of Manchester.
- The inspector met with groups of pupils from across the school to ask them about safeguarding. They reviewed documentation, which included the school's safeguarding policy, register of the checks carried out on new employees and safeguarding records.
- The inspector also met with pupils to ask them about their learning in a range of subjects and about the opportunities that they have for their personal development.
- The inspector observed pupils' behaviour and discussed behaviour and bullying with pupils, senior leaders and other staff.
- The inspector took account of 18 responses to the online questionnaire, Ofsted Parent View, and 16 responses to the staff questionnaire.
- The inspector considered reading, mathematics and geography deeply as part of this inspection. For these subjects, the inspector spoke with senior leaders, met with curriculum leaders, teachers and pupils, undertook an analysis of pupils' work and visited lessons. The inspector heard pupils from Years 1, 2 and 4 read. He also looked at pupils' work in writing and history and looked at the curriculum plans for these subjects as well as design technology, science, computing, PE and art.

Inspection team

Steve Bentham, lead inspector

Her Majesty's Inspector

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Title	Ofsted Subgroup
Membership 2021/2022	Councillor Lovecy (Chair), Councillors Bano, Foley, Hewitson, Nunney and Reid
Lead Executive Members	Councillor Bridges - Executive Member for Children's Services
Strategic Directors	Paul Marshall - Strategic Director of Children and Education Services Amanda Corcoran – Director of Education
Lead Officers	Liz Clarke - 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"> • consider inspection reports and performance information for Manchester Schools; • consider inspection reports and performance information for Manchester Children's Centres • consider inspection reports and performance information for Daycare providers in Manchester • consider inspection reports and performance information for Manchester City Council-owned children's homes • consider Ofsted inspections and guidance into how local authorities secure school improvement • liaise with Council Officers, School Staff and Early Years staff to identify barriers to performance • consider inspection reports and performance information for services for children in need of help and protection, looked after children and care leavers • make any necessary recommendations to the Children and Young People Scrutiny Committee
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 Central Library except where information which is confidential or exempt from publication is being considered.</p>
Schedule of Meetings	24 November 2021 – 10 am 19 January 2022 – 10 am

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**Children and Young People Scrutiny Committee
Ofsted Subgroup
Work Programme – January 2022**

Wednesday 19 January 2022, 10 am				
Item	Purpose of Report	Lead Officer	Executive Member	Comments
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.	Liz Clarke Rachel McKeon	Councillor Bridges	
Terms of Reference and Work Programme	To review the Terms of Reference and work programme.	Rachel McKeon	-	

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