



Overview and Scrutiny Ofsted Subgroup

Date: Wednesday, 2 March 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

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|------------|---|---------|
| 1. | Minutes
To approve as a correct record the minutes of the meeting held on 19 January 2022. | 3 - 6 |
| 2. | Local Government Association (LGA) Permanence Peer Challenge
Report of the Deputy Director of Children's Services

This report provides feedback from the recent LGA Permanence Peer Challenge. | 7 - 12 |
| 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 consider inspection reports for a selection of the schools. | 13 - 14 |
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| 3c. | The East Manchester Academy | 31 - 36 |
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| 4. | Terms of Reference and Work Programme
Report of the Governance and Scrutiny Support Unit

To review the Terms of Reference and Work Programme of the Subgroup. | 53 - 56 |

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, 22 February 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 19 January 2022

Present:

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

Apologies:

Councillor Foley

CYP/OSG/22/01 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 24 November 2021.

CYP/OSG/22/02 Ofsted Inspections of Manchester Schools

The Subgroup received a list of all Manchester schools which had been inspected since the last meeting and the judgements awarded. The Senior School Quality Assurance Officer provided an overview of this information and informed Members that the inspection report for St Patrick's RC Primary School had been published since the agenda was issued. She suggested that the Subgroup consider this report at its next meeting, to which the Chair agreed.

The Subgroup considered the recent Ofsted report for All Saints Primary School, which stated that there had been no change to the school's overall judgement of good as a result of the section 8 inspection. However, the report noted that the evidence gathered suggested that the inspection grade might not be as high if a full inspection were carried out now and stated that the next inspection would be a full section 5 inspection. The Senior School Quality Assurance Officer advised that the school had not had a permanent head and deputy head for a period of time and had been identified by the Council as needing additional support. She outlined the support that had been provided including Support and Challenge meetings, chaired by the Director of Education, to which the Head and Chair of Governors were invited, as well as additional quality assurance visits and additional support from the Senior Schools Quality Assurance Officer allocated to their school. She reported that her service had also brokered additional leadership support from Armitage C of E Primary School, which was judged as an outstanding school. She highlighted some of the key themes within the report including the curriculum, reading and phonics and the alignment between Early Years and the Key Stage 1 curriculum, advising that her team and the school had already been aware that these were key areas for improvement. She advised that the section 5 inspection would take place within 2 years. She highlighted the challenges faced by smaller schools and advised that the partnership with Armitage Primary School had worked well and that a more formal partnership arrangement was being considered. A Member commented that the foundation stage had been modelled before the phonics test was introduced. She advised that the new Head was doing a good job and that the school was engaging

with the local area. In response to a question from the Chair, the Senior Schools Quality Assurance Officer advised that the school engaged with cluster working and was now more outward facing. She reported that the partnership working with Armitage Primary School was beneficial to both All Saints and Armitage as they could utilise expertise within both schools. The Chair commented that schools needed subject leaders for its curriculum subjects and that this was more challenging for smaller schools. She highlighted the benefits of sharing good practice between schools and welcomed that All Saints Primary had a good strategy for improvement.

The Subgroup considered the recent Ofsted report for Peel Hall Primary School. The report stated that there had been no change to the school's overall judgement of good as a result of the section 8 inspection but that the evidence gathered suggested that the inspection grade might not be as high if a full inspection were carried out now. It further stated that the next inspection would be a full section 5 inspection. The Senior Schools Quality Assurance Officer provided the Subgroup with background information about the school, including poor Key Stage 2 results a few years ago, a new Headteacher being appointed and additional support which had been put in place. She reported that the school had already been aware of and working to address the areas which were then identified in the Ofsted inspection as areas for improvement. She highlighted the key points from the report and advised that an experienced Headteacher from another school was still mentoring Peel Hall's new Head and that her team was continuing to provide additional support in preparation for the full inspection within the next 2 years. In response to a question from the Chair, she advised that this was not as formal a partnership as the one between All Saints and Armitage but that there were clear areas that the other Head was providing support on. A Member reported that it was a shock for children when they moved from a small primary school to high school. She advised that the issue of small schools should be considered, including looking at whether they should join up with other schools, at least for staff development activities. She suggested that this could be something that the Children and Young People Scrutiny Committee could look at, in addition to looking at school improvement more broadly. In response to a Member's question, the Senior Schools Quality Assurance Officer reported that every school had an assigned Senior Schools Quality Assurance Officer and that, where needed, Quality Assurance professionals were brokered to work with schools on areas for improvement. She advised that Peel Hall would also continue to have Support and Challenge meetings. She further clarified that the schools that the Subgroup was looking at in this meeting were receiving support from a Senior Schools Quality Assurance Officer, a Quality Assurance professional, Support and Challenge meetings and through a partnership arrangement, with the exception of Rack House Primary School which was only considered to require the universal offer of an assigned Senior Schools Quality Assurance Officer.

The Subgroup considered the recent Ofsted report for Rack House Primary School which had been judged as good. The Senior Schools Quality Assurance Officer informed the Subgroup that the school had received a short inspection in March 2018 under the previous Ofsted framework where it had been judged as continuing to be a good school. She added that the 2018 report had advised that the school could be moving towards being outstanding and that, therefore, its next visit should be a full section 5 inspection. She advised that, due to COVID-19, this next inspection had been delayed, taking place 3 and a half years later and under a new Ofsted

framework. She drew Members' attention to the achievements and the areas for improvement within the report. A Member expressed concern at the level of detail provided within Ofsted's new style of report and asked if the school was provided with more detail on what it needed to improve on. The Senior Schools Quality Assurance Officer advised that this detail was only communicated to the school. She reported that the inspection process was now more collaborative, that feedback was given to the school throughout the process and that the headteacher could observe the meeting between the inspectors where they reported back on the evidence gathered. A Member expressed concern that this information was not available to parents and Ward Councillors. The Senior Schools Quality Assurance Officer advised that the onus was on schools to communicate this information to parents and that some schools put their school improvement plan on their website. A Member highlighted that this school and many Manchester schools had provision for children from 2 years old upwards. She suggested that the Children and Young People Scrutiny Committee look at Early Years at a future meeting.

The Subgroup considered the recent Ofsted report for Saviour C of E Primary School. There had been no change to the school's overall judgement of good as a result of the section 8 inspection. However, the report stated that the evidence gathered suggested that the inspection grade might not be as high if a full inspection were carried out now and that, therefore, the next inspection would be a full section 5 inspection. The Senior Schools Quality Assurance Officer informed the Subgroup that this was a small primary school and some of the key areas identified for improvement were phonics, reading and the curriculum. She advised that the concern that governors were not going far enough in holding leaders to account was being addressed. In response to a question from the Chair, she confirmed that there had been a high turnover of teachers at the school and that this issue would be explored. A Member expressed concern that faith schools could be more reluctant to partner with non-faith schools or schools from different denominations which was an issue if there were not many other Church of England schools in an area. In response to a question from the Chair, the Senior Schools Quality Assurance Officer advised that there were opportunities for cluster working, that many schools were in a number of different clusters in relation to different issues and that her team encouraged and signposted schools to work with others.

Decisions

1. That the Subgroup will consider the Ofsted inspection report for St Patrick's RC Primary School at its next meeting.
2. To write to all the schools whose reports were considered at the meeting, following their recent inspection reports and the Subgroup's discussion.
3. To arrange a visit to All Saints Primary School.

CYP/OSG/22/03 Terms of Reference and Work Programme

Members noted that the next meeting would be on 2 March 2022. A Member commented that more Members were needed for the Subgroup and that this would be raised at the Children and Young People Scrutiny Committee meeting.

Decision

To approve the Terms of Reference and Work Programme.

**Manchester City Council
Report for Information**

Report to: Ofsted Subgroup – 2 March 2022

Subject: LGA Permanence Peer Challenge

Report of: Deputy Director of Children's Services

Summary

As part of the overall approach to enhance outcomes for children requiring a social work service, children services commissioned the LGA to undertake a peer review with a specific focus on the effectiveness of our planning for permanence, underpinned by our "Permanence from Day One Strategy". The review took place between the 18th and 22nd of October 2021.

Recommendations

To note the report.

Wards Affected: All

Contact Officers:

Name: Sean McKendrick
Position: Deputy Director of Children's Services
E-mail: sean.mckendrick@manchester.gov.uk

Background documents (available for public inspection): None

1.0 Process

- 1.1 The service identified key lines of enquiry that we wanted reviewers to consider, these were - ambition for children and young people, permanence from day one, voice of children and young people, practice issues and conditions for social work to thrive. The review was very comprehensive, the team were very experienced and multi-agency, the reviewers undertook –
- Interviews with 58 people from across the local authority including the Executive Member for Children’s services, the Chief Executive and partners.
 - Gathered information and views from 28 interviews and focus group meetings.
 - Spoke to 8 social workers as part of their case review process.
 - The team spoke to seven care experienced young adults and four foster households and
 - Spent 270 hours undertaking fieldwork and determining their findings.

2.0 Key messages from the Review

- 2.1 The reviewers noted –

“There is a strong ambition and commitment from senior leaders and politicians to children and young people in Manchester, this is reflected in strategy and the intention to make “2022 Our Year”.

“Strong commitment from leaders to develop commissioning based on outcomes for children and young people in care and those leaving care.”

“A strong sense of professionals working together through the edge of care work, youth justice, and the child exploitation arrangements with professionals working together around the most vulnerable young people”.

“All staff who met with the peer team demonstrated a passion for Manchester’s children and communicated a strong commitment to *our children*.”

“Practice takes place in a reflective and learning culture, social workers can describe the practice model in Manchester.”

“Social worker caseloads are manageable; the peer team met a committed and child focused workforce who can clearly articulate the need to get it right for children at the earliest opportunity.”

3.0 Recommendations

The LGA review process is an opportunity to reflect on the critique provided by experienced colleagues. All recommendations for action have been considered by the Children’s extended leadership team and a ‘cluster’ of

activities agreed and to be prioritised. These are outlined below with a brief commentary on our approach /impact to date on these priorities.

- **IT and phone availability**

Corporate parenting members will note the international and national issues associated with the deliverability of this equipment for children's and other directorates. Building on the engagement with staff during the pandemic to adopt an agile way of working and to be supported with the 'right tools', the service has been prioritised in the rollout of equipment, this rollout commenced on the 3rd of February and ends the 18th of March 2022.

It should be noted that arrangements have been in place to ensure recycling, maintenance and upgrading of equipment to mitigate the transitional period and any adversity associated with the limited supplies.

In addition, the service is piloting the use of AV equipment to enable a more agile and child/family focused approach to child protection conferences/looked after reviews.

- **Low levels of business support**

In a task and finish approach, Abu Siddique Head of South locality is undertaking a review, alongside other stakeholders, of the business support arrangements to support social workers, this is scheduled to complete this by the of March 2022. There are pre-existing challenges ahead of the review which have been identified and are significant, these are vacancies, lack of career progression for staff in some roles and budget considerations, the recommendations of this report will be presented to a forthcoming Senior Management Team session.

- **Data presented to staff and its analytics does not appear to be consistently providing evidence of or driving improved outcomes**

The service has spent some considerable time developing a performance culture and making available performance information to first line managers, our self-assessment of this is that first line managers regularly utilise the performance management information and to good effect.

The service recognises the absence of a regular 'external' analytical depth to the range of performance information available, most analysis is periodic and is requested from the service.

It has been agreed with the Head of PRI the unit will provide a quarterly analysis of key metrics to further strengthen the existing arrangements; supporting our ambitions to continually improve and where necessary redesign services.

- **Limited evidence that the voice of the child is heard as loudly and consistently as it needs to be**

We recognise this as an area of improvement and have significantly revamped our approach to corporate parenting and the impact this has on *our children*, this innovative approach is still building with early signs of success.

The LGA review also pointed to the requirement to improve the engagement and participation of young people in the planning of their day-to-day care and called for improvements in the frequency of face-to-face meetings and in the frequency of Independent Reviewing Officer (IROs) preparing children for the review of their care arrangements. Ensuring that children feel well equipped to attend and participate in their reviews ahead of their review meeting is a critical part of the IRO role. This meeting allows for the IRO to gain their views and wishes around their Care Plan, the intended impact is that plans are driven by children and allow children to be central to the planning process for improving their outcomes and enabling all to be ambitious for their future.

Since the review, the service has ensured more reviews have been face to face, where they can be. Additionally, there has been an increased focus on the services' performance in relation to IROs meeting and preparing children and young people, this push has been facilitated by a clear and child focused approach to performance management of this.

- **Some indicators of our performance required immediate attention**

As a service our dataset is assessed as generally strong against a range of indicators, the report highlights two areas that require further attention. These are dental checks and strengths and difficulties questionnaires. The dental check data has been adversely impacted by COVID but requires focus as community dentistry opens back up for business, our health colleagues are currently considering a revised model for dental checks. The service is ensuring that our approach to annual health checks including dentistry is better understood by all staff. In addition to this we have had lengthy discussions with our health colleagues about the data quality as well as ongoing internal discussions regarding our liquid logic processes, a change to our system ensuring reminders were introduced for requesting these assessments in October. There is health data on the agenda for discussion at the forthcoming corporate parenting panel in February 2022.

- **The requirement to “turn up” the volume on re-unification**

We recognise the need to move from an implicit recognition of the ongoing role many parents play in the lives of their children whilst the local authority cares for their child to making this explicit. We also recognise that for some young people they will make decisions to gravitate to parental homes where risks remain, we require an approach where it is appropriate to do so, to respect this decision and embrace a risk management approach that enables and respects the views and wishes of young people and their parents. As a result, we are refreshing our permanence policy. The refreshed policy is expected to be considered by the children's leadership by the end of February 2022.

4.0 Summary and conclusion

- 4.1 The LGA provided a robust challenge during their peer review of the effectiveness of the strategy “Permanence from Day One” the review provided further confirmation of some strengths of the service our practice and approach to permanence. The review also provided professional opinions to sponsor further change some of these were already in hand, a minority of proposals were considered and discounted for professional reasons and/or activity in hand; the remainder are noted above as recommendations.

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Schools - OfSTED Inspection Outcomes
Academic Year 2021 22

School	Type of Inspection	Dates	Outcome
St Patrick's RC Primary	Section 5	16&17 Nov 2021	Good
Eden Boys'	Section 5	23&24 Nov 2021	Good overall B&A / PD outstanding
TEMA	Section 8 SM monitoring	30 Nov & 1 Dec 2021	Leaders and those responsible for governance are taking effective action towards the removal of special measures. The school may appoint early career teachers.
Medlock Primary	Section 5	30 Nov & 1 Dec 2021	RI overall B&A / PD good
Rolls Crescent Primary	Section 8	12&13 Jan 2022	Rolls Crescent continues to be a good school

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Inspection of St Patrick's RC Primary School

Livesey Street, Collyhurst, Manchester M4 5HF

Inspection dates: 16 and 17 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils enjoy coming to school. They have positive attitudes to their work and take learning seriously. They are knowledgeable about equality issues relating to race, gender and disability. Pupils enjoy celebrating the culturally diverse nature of the school and local community.

Pupils told inspectors that they feel safe in school. They know that they can go to any trusted adult if they have any concerns. Pupils also said staff always deal with any rare instances of bullying promptly and effectively.

Pupils know that staff have high expectations of their behaviour and achievement. As a result, the school is a calm and purposeful place where pupils learn well in a range of subjects.

Pupils are responsible and active citizens. They demonstrate this as members of the junior leadership team and the 'ambassadors for change' group. Pupils are familiar with social issues, such as the plight of refugees and asylum seekers, which they learn about through personal, social and citizenship aspects of the curriculum.

Pupils relish educational trips. They visit places such as Chester to deepen their understanding of Roman history. Pupils are supported to pursue their interests. They compose poetry and 'raps' for events, including anti-bullying week, and have designed murals for the school with local artists.

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

Leaders want pupils to be good citizens who are understanding and sensitive to the needs of others. They also want pupils to develop the knowledge and skills that they need to live happy and productive lives. To this end, leaders have developed a well-ordered curriculum which engages all pupils, including those with special educational needs and/or disabilities (SEND). Leaders carefully organise pupils' learning in a logical order to help them to know more and remember more.

Leaders' and teachers' work to develop pupils' resilience and fluency in both reading and mathematics is reaping rewards. For example, children in the early years and key stage 1 learn phonics effectively, while older pupils perform mental calculations confidently.

Reading is central to the curriculum. The phonics programme is well sequenced and well implemented. Children in the early years enjoy reading every day. Children use their knowledge of phonics well to help them to read accurately and fluently. The books that teachers give pupils to read contain words with the sounds that pupils have been learning. Pupils in key stage 2 enjoy reading different types of books from a wide range of authors. Those who need help to catch up with their peers are well supported.

Leaders ensure that the curriculum is well planned and implemented in most subjects. They have set out clearly the concepts, knowledge, vocabulary and skills that pupils must learn. Due to the COVID-19 pandemic, leaders have been less able to provide training and support to ensure that all teachers assess what pupils have learned. As a result, in some subjects, teachers are not as clear as they could be about what some pupils know and remember.

Pupils, and children in the early years, behave well and have positive attitudes to learning. They follow teachers' instructions closely and enjoy discovering new things with their peers. Across the school, low-level disruption in class is rare. This means that pupils are able to learn effectively.

Leaders have a range of activities to foster pupils' personal development. For example, pupils are knowledgeable about international issues, such as climate change. Pupils regularly raise money for good causes. Due to the COVID-19 pandemic, many clubs and trips were suspended. However, these are now starting up again. Pupils enjoy tag rugby, football and music. They also visit local places of interest, including Manchester Central Library.

Effective systems are in place which help teachers to identify pupils with SEND early. Well-trained, caring staff make sure that the curriculum is accessible and linked to pupils' individual needs. Staff's expertise, and well-developed relationships with parents, carers and specialist partners, help to ensure that pupils with SEND make progress through the curriculum.

Staff morale is high. Teachers and teaching assistants are appreciative of the training that they receive. Staff told inspectors that leaders are mindful of their well-being and workload. Through a programme of focused training and development, staff have the confidence and subject knowledge that they need to teach different subjects.

Governors carry out their duties diligently. They hold school leaders to account effectively. They know the school's priorities, because they receive the information that they need to keep a check on how well pupils are learning.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Regular training and weekly updates help to ensure that all staff are conversant with the latest developments relating to keeping pupils safe.

Staff adhere to the school's comprehensive safeguarding policies and procedures. For example, they know how to spot potential signs of neglect and abuse. They take prompt action to record and report any concerns that they have about pupils.

Leaders ensure that pupils know how to keep themselves safe in different situations, such as when using the internet. Pupils know exactly what to do and where to go if they need help from staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, teachers' assessment of what pupils know is not as precise as it should be. This means that teachers do not have a secure enough understanding of any missing aspects of pupils' learning. Leaders should ensure that teachers use assessment effectively in all subjects so that they can help pupils to know more and remember more.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	105535
Local authority	Manchester
Inspection number	10204454
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	The governing body
Chair of governing body	Peter Aulton
Executive headteacher	Anne Clinton
Website	www.st-patricks.manchester.sch.uk
Date of previous inspection	5 May 2021, under section 8 of the Education Act 2005

Information about this school

- The executive headteacher leads St Edmund's Roman Catholic Primary School as well as St Patrick's Roman Catholic Primary School.
- The most recent section 48 inspection was in May 2019.
- The school does not use 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.
- Inspectors held meetings with the executive headteacher, the special educational needs coordinator, the early years leader and other senior leaders. The lead inspector held a video conference with five governors, including the chair of the governing body.

- Inspectors carried out deep dives into these subjects: early reading, mathematics, science and history. For each deep dive, inspectors looked at curriculum planning and spoke to leaders about their subjects. They conducted lesson visits, spoke with pupils and looked at a range of pupils' work. Inspectors also talked with class teachers and teaching assistants from the classes that they visited.
- Inspectors spoke with staff about their workload and well-being. Inspectors also spoke with parents, to gather their views about the school, and considered the responses to Ofsted's staff survey. There were too few responses to the Parent View, Ofsted's online questionnaire, to consider. There were no free-text comments from parents. There were no responses to Ofsted's pupil survey.
- Inspectors examined a range of policies, schemes of work and curriculum plans. They also scrutinised safeguarding information, including the school's safeguarding policy. The lead inspector spoke to the designated safeguarding lead and the executive headteacher about the reporting and recording of any safeguarding incidents. Inspectors also talked with pupils about their safety, welfare and safeguarding.

Inspection team

Lenford White, lead inspector	Ofsted Inspector
Joan Williamson	Ofsted Inspector

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Inspection of Eden Boys' Leadership Academy, Manchester

38 Rayburn Way, Manchester, Greater Manchester M8 8DT

Inspection dates: 23 and 24 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

At Eden Boys' Leadership Academy, pupils are diligent, respectful and incredibly proud of their school. Pupils appreciate the high expectations that all staff have of their behaviour and their learning. As such, pupils' behaviour at all times is praiseworthy. Their attitudes to learning are excellent. Pupils, including those who are disadvantaged, and those with special educational needs and/or disabilities (SEND) achieve well across the curriculum.

Pupils value diversity. They understand and respect difference in the world and its people. Pupils were resolute in their view that any form of bullying or discrimination is not tolerated. Staff resolve any rare incidents of bullying immediately. Pupils are happy and safe at school. They support each other well.

Pupils are very strong role models within the local community. They actively participate in charity work. Pupils promote diversity through their support of local interfaith and multicultural festivals.

Pupils benefit from an exceptional personal development programme. They engage in a vast array of opportunities designed to develop their character and leadership skills. For example, they relish being anti-bullying ambassadors, reading mentors to each other, and being part of the diversity council. Pupils were effusive about the extensive trips and visits that leaders provide for them.

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

Leaders, governors and trustees are unwavering in their commitment to ensure that every pupil, irrespective of their background, leaves Eden Boys' Leadership Academy equipped with the qualifications that they need for future success. Leaders have high academic aspirations for pupils. They expect all pupils to succeed. To reflect this, leaders have placed the English Baccalaureate suite of subjects at the heart of the curriculum. Pupils, particularly those at key stage 4, achieve well.

Across the curriculum, leaders have thought carefully about the broad topics and concepts that they intend pupils to learn. They have considered how these topics will cultivate rich opportunities for pupils to develop their vocabulary and cultural awareness. Teachers ensure that all pupils gain the knowledge that they need to deepen their understanding of the world around them.

Although pupils learn well across the school, in a small number of subjects in key stage 3, leaders do not always consider the content within the topics that they teach in enough detail. In these subjects, leaders are sometimes unclear about the most important knowledge that pupils must learn and the order in which they should learn it. This means that, on occasions, some pupils do not develop the breadth of knowledge that they could in these subjects.

Pupils benefit from teachers' strong subject knowledge and expertise. Teachers are highly skilled at selecting appropriate activities to enable pupils, including those with SEND, to learn the curriculum well. In most subjects, teachers use assessment skilfully to address any misconceptions that pupils may have. Pupils respond positively to the feedback that their teachers give them. Leaders' accurate identification of pupils' needs, coupled with teachers' effective support, mean that pupils with SEND progress through the curriculum as well as their peers.

Leaders, governors and trustees are passionate about the importance of reading. They have systems in place to identify and address pupils' deficits in their reading knowledge. However, while pupils in key stage 3 are helped to catch-up quickly, a few older pupils in key stage 4 are still behind with their reading knowledge.

Pupils' exemplary conduct, and their voracious appetite for learning, ensure that lessons take place without disruption. Pupils' positive attitudes towards their education are further reflected in their excellent rates of attendance.

Leaders consistently promote the extensive personal development of pupils. They have provided all pupils with rich opportunities to develop their teamwork and leadership skills, as well as supporting pupils' physical and mental well-being. Pupils are well prepared for life in modern society.

Governors and trustees are skilled in holding leaders to account for the quality of education that pupils receive. Teachers said that leaders invest in their ongoing development. Staff appreciate leaders' support with their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, governors and trustees ensure a strong culture of safeguarding. They are acutely aware of the dangers that pupils may face in the local community. Leaders' approaches to ensuring that all staff and pupils are aware of these potential risks are rigorous.

Staff receive regular safeguarding training. This enables all staff to be vigilant in identifying and reporting concerns about pupils who may be at risk of harm. Pupils are taught about these dangers, and how to keep safe, through the high-quality personal development curriculum.

Leaders' effective systems, together with their appropriate engagement with external agencies, mean that pupils and their families get the timely support that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects in key stage 3, leaders have not thought deeply enough about the content and the sequencing of knowledge within topics. This means that, in these subjects, some pupils do not develop a deep enough body of subject knowledge. Leaders should ensure that all subject leaders' curriculum plans in key stage 3 identify the knowledge that they want pupils to learn and the order in which they should learn it.
- Leaders' systems to identify and address the deficits in pupils' reading knowledge are not being used as effectively as they should across key stage 4. As a result, a small number of older pupils are behind with their reading. Leaders should ensure that their systems to remedy any shortfalls in pupils' reading knowledge are embedded across key stage 4. This is so that all pupils can read fluently and accurately.

How can I feed back my views?

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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	144744
Local authority	Manchester
Inspection number	10212115
Type of school	Secondary Comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	621
Appropriate authority	Board of trustees
Chair of governing body	Jawad Amin
Principal	Sarfraz Shah
Website	www.edenboysmanchester.com
Date of previous inspection	Not previously inspected

Information about this school

- The school uses no alternative provision.
- The school welcomes boys from the Muslim faith, and boys from other faiths or no faith.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection that 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.
- Inspectors met with the principal and the executive principal, the senior leadership team, middle leaders and a range of teaching and support staff. An inspector spoke with the chief executive officer of the multi-academy trust and two members of the local governing body, including the chair of governors.

- As part of this inspection, inspectors carried out deep dives in English, mathematics, history, geography, and art and design. Inspectors met with subject leaders, looked at curriculum plans, visited some lessons, looked at pupils' work and spoke with pupils and teachers.
- Inspectors met with groups of pupils from Years 7 to 11. Inspectors also observed breaktimes and lunchtimes.
- Inspectors checked the school's safeguarding procedures and the checks made on staff. Inspectors met with leaders, staff and pupils to evaluate the culture of safeguarding.
- Inspectors reviewed a range of documentation, including that relating to safeguarding, the school development plans, self-evaluation documents, curriculum plans, minutes from meetings of the governing body, and behaviour and attendance records.
- Inspectors considered the responses to Ofsted's online questionnaire for staff and the responses to Ofsted's online questionnaire for pupils. Inspectors also considered the views of the parents and carers who responded to Ofsted's online survey, Parent View. This included the comments received via the free-text facility.

Inspection team

Rachel Goodwin, lead inspector	Her Majesty's Inspector
David Roberts	Ofsted Inspector
Colin Bell	Ofsted Inspector
Stephanie Gill	Ofsted Inspector

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10 January 2022

Jacqueline Bowen
Headteacher
The East Manchester Academy
60 Grey Mare Lane
Beswick
Manchester
M11 3DS

Dear Miss Bowen

Special measures monitoring inspection of The East Manchester Academy

Following my visit with Osama Rahim, Ofsted Inspector (OI), and Craig Yates, OI, to your school on 30 November and 1 December 2021, 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 previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection that took place in December 2019. It was carried out under section 8 of the Education Act 2005. The monitoring inspection report is attached.

This was the second routine inspection the school received since the COVID-19 pandemic began. We discussed the ongoing impact of the pandemic with you and have taken that into account in our evaluation.

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

Leaders and those responsible for governance are taking effective action towards the removal of special measures.

The school may appoint early career teachers.

I am copying this letter to the chair of the interim management board, the chair of trustees of the Education and Leadership Trust, the regional schools commissioner and

the director of children's services for Manchester. This letter will be published on the Ofsted reports website.

Yours sincerely

Michael Pennington
Her Majesty's Inspector

Report on the second monitoring inspection on 30 November and 1 December 2021

Context

The Education and Leadership Trust appointed a new interim executive headteacher in September 2021. The interim management board (IMB) has recruited two additional members. A new subject leader for modern foreign languages was appointed in September 2021. Since the last inspection, four teachers have left the school and five have joined.

The progress made towards the removal of special measures

Trustees, members of the IMB and leaders continue to successfully tackle the weaknesses identified in the previous inspections. Together, they are demonstrating increasing capacity to build on the previous improvements to safeguarding, behaviour and attendance. Furthermore, they are taking appropriate actions to strengthen the quality of education and the support that pupils receive to help them with their reading and their additional needs.

Leaders and staff have sustained the improvements to safeguarding noted in the most recent monitoring inspections. Staff are increasingly knowledgeable about safeguarding. They are vigilant and confidently report concerns about pupils. Pupils told inspectors they feel safe. They say they are well looked after. Pupils are confident that they will get support if they need it.

Leaders throughout the school have a thorough understanding of the areas that remain in need of significant improvement. They demonstrate a clear vision of what they and the staff are seeking to achieve. They use well-designed plans to ensure that their actions are focused on the most pressing priorities. Leaders engage positively with staff when introducing change. Staff told inspectors that leaders give them a real clarity of purpose.

Leaders have ensured that pupils in all year groups have access to a broad and balanced curriculum. This curriculum is suitably ambitious for all pupils, including those with special educational needs and/or disabilities (SEND).

Leaders are continuing to strengthen the effectiveness with which the new curriculum is implemented. They are supporting subject leaders to improve subject plans. Increasingly, these plans are well ordered. Some plans provide a clearer insight into the knowledge that pupils should learn than was the case in the past. However, this is not consistently the case. Often, plans do not give teachers a well organised sense of the important knowledge that pupils should learn. In these instances, teachers do not have the information that they need to select the most appropriate activities to support and check on pupils' learning.

Leaders carefully monitor the quality of education. Consequently, they have an accurate understanding of how the curriculum is delivered across subjects. They are providing teachers with carefully designed support to help them improve their practices. This support is helping some teachers to improve quickly. That said, many teachers are still at the early stages of putting recent training into place. Consequently, pupils' learning across subjects and year groups is still varied. Many pupils still cannot talk with confidence about what they know and remember in the subjects that they are studying.

Leaders are providing staff with training that is helping to strengthen their support for pupils with SEND. More staff are providing effective practical support to help these pupils overcome some of their additional needs in lessons. However, not all staff do this sufficiently well. Furthermore, some pupils with SEND struggle to access some subject content. Many staff are not equipped with the knowledge and skills that they need to support these pupils. As a result, the support that pupils with SEND get in lessons remains mixed. This leads to uneven engagement from some of these pupils, which in turn affects their behaviour and progress.

Leaders have recently introduced new approaches to support and promote reading effectively. They have secure systems to identify pupils' reading abilities and needs. Pupils at the earliest stages of learning to read are suitably supported to strengthen their reading knowledge. Teachers have begun to introduce carefully chosen reading activities into form time and subject lessons. Pupils engage well in daily reading time, which is beginning to instil positive reading behaviours and habits across the school. Pupils told inspectors that they value these recent improvements. Nonetheless, teachers are still developing the confidence to lead these activities consistently well. It is too early to see the impact of these recent initiatives on pupils' reading abilities.

Most pupils behave appropriately in lessons and around school. These pupils respond well to what staff ask them to do. Pupils told inspectors that they witness less bullying and hear less derogatory or discriminatory language than in the past. Pupils feel more confident in how staff manage these incidents and other types of poor behaviour. However, there are small groups of pupils who still persistently challenge the school's expectations of behaviour. Leaders remain strongly focused on further improving behaviour. They are ensuring that staff get the support they need to manage the behaviour of these pupils more effectively in lessons and around school.

Leaders have ensured that pupils' attendance and punctuality have improved quickly since April 2021. The overall attendance of pupils is consistently higher than the rates of attendance in the past. Leaders have successfully reduced the number of pupils who are persistently absent. This includes some pupils who are disadvantaged and those with SEND. Despite this, the attendance of some of these pupils remains low. Leaders have credible plans to take further action to better support and challenge the low attendance of these pupils.

Leaders ensure that staff understand their role in strengthening the weaknesses at the school. Staff feel challenged but happy at The East Manchester Academy. They feel well

supported by leaders. They said that leaders are approachable and listen to staff. Staff, including teachers in the earliest stages of their career, are positive about the training that they receive. They value the opportunities they are getting to improve their teaching practice and their management of behaviour. Leaders invest well in time for staff to plan and work together. Staff say this helps them to achieve a healthy and manageable workload.

The IMB is proactively strengthening its capacity in readiness for the transition to a substantive local governing body. New members are adding specific current educational experience and expertise. Members use their expertise effectively to challenge and support leaders about their current priorities.

Additional support

Support from the Education and Leadership Trust is successfully adding capacity to the leadership of curriculum and pedagogy. Through this, subject leaders and teachers are strengthening their knowledge and practice of effective curriculum delivery. Leaders are making effective use of external support from another trust to specifically improve subject plans and teachers' practice in mathematics and modern foreign languages. Through support from local authority, leaders continue to access a wide range of external safeguarding partners. This is helping to develop stronger pastoral provision and provide specific care for pupils who need it.

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher and other senior leaders. They met with the interim executive headteacher, members of the interim management board and trustees. Inspectors also met with representatives of Manchester local authority.

Inspectors visited lessons to observe behaviour, learning and the support that pupils receive. Inspectors observed pupils' behaviour around school. They met with groups of subject leaders, teachers and pupils. Inspectors scrutinised safeguarding records, subject plans, and the records of pupils' attendance and behaviour. They spoke with leaders who have responsibility for reading and SEND.

Inspectors considered responses to Ofsted's questionnaire for staff. They also took account of the responses to Ofsted's online survey, Ofsted Parent View, including the comments received by Ofsted's free-text facility.

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Inspection of Medlock Primary School

Wadeson Road, Chorlton-on-Medlock, Manchester, Greater Manchester M13 9UJ

Inspection dates:

30 November and 1 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils enjoy attending Medlock Primary School. They are kind and considerate towards each other. The positive relationships that pupils forge with each other and with the staff help them to feel safe and happy.

Pupils are polite, well mannered and friendly. They understand the importance of treating everyone with respect, regardless of their differences. They are confident that staff will deal with any concerns about bullying properly and promptly.

Pupils, including those pupils with special educational needs and/or disabilities (SEND), live up to leaders' high expectations of their behaviour, both in lessons and when playing outside. The atmosphere in the school is calm and supportive. However, leaders and teachers do not have high enough expectations of what pupils can and should achieve in some subjects, including in reading.

Pupils know that they can make a positive difference through their actions. They are proud to support local and national charities, and they have worked with members of the governing body to start an eco-council.

Pupils appreciate the wide range of exciting after-school activities, such as drama, basketball and 'ninja warrior' clubs.

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

Leaders have ensured that all pupils, including pupils with SEND, have access to a broad and balanced curriculum. Leaders are in the process of improving the curriculum plans for some subjects to ensure that they are suitably ambitious for all pupils.

Subject leaders have received training to help them to design curriculums. In some subjects, leaders have identified and carefully ordered the important knowledge that pupils need to learn. In these subjects, leaders provide teachers with clear guidance so that they can design learning that builds on pupils' earlier knowledge.

While some curriculums are planned well, in a small number of other subjects, leaders' plans are in the earlier stages of development. This means that leaders' expectations of what pupils should know are not clear enough. This hinders teachers when planning the next steps for pupils. Added to this, some subject leaders do not provide enough support for teachers so that they can use assessment strategies consistently well. This prevents leaders from checking that pupils know and remember the content of the subject curriculums as intended.

In the early years, children from the age of two years are supported well to make a positive start to their school life. Staff help children in the Nursery class to listen carefully. This ensures that most children are ready to learn sounds and letters as soon as they start in the Reception class. However, leaders have not made clear

enough the expectations of the sounds and letters that pupils, including children in the early years, should learn and by when. This means that leaders and teachers do not act quickly enough to help those pupils who fall behind to catch up. In addition, staff have not been trained sufficiently well to ensure that the books that pupils are given to practise their reading match the sounds they know. This results in some pupils losing confidence and the motivation to read. Consequently, not enough pupils become fluent and accurate readers by the end of Year 2. This hinders the development of their comprehension skills and their achievement in other subjects.

Leaders have ensured that there are effective systems in place to identify the needs of pupils with SEND. Teachers have been trained to adapt their approaches so that pupils with SEND can access a full curriculum. That said, some pupils do not achieve as well as they should because leaders do not provide the additional support that pupils need soon enough.

Pupils, including children in the early years, have positive attitudes to learning and behave respectfully. Leaders have introduced a clear behaviour system that is understood by pupils and used consistently by staff. Some pupils who have struggled to manage their own behaviour in the past have been supported well to overcome their difficulties.

Pupils are encouraged to express their ideas and opinions and staff take the time to listen to their views. Pupils have many opportunities to learn about the world beyond their school. They show a keen interest in learning about different beliefs and cultures.

Governors are committed and dedicated to their role. They are proud to serve the school community and they want the best for pupils. They have supported school leaders to navigate a particularly challenging period for the school. That said, members of the governing body have not kept a close enough check on the quality of education that pupils receive.

Staff appreciate that governors and leaders are considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained regularly so that they remain alert to the signs that might indicate that a pupil is at risk from harm. Staff know how to report their concerns.

Leaders take swift action to access support for vulnerable pupils and their families. The safeguarding team actively seek further support from outside agencies when it is needed.

Pupils learn how to keep themselves safe, including when online. Older pupils understand the features of healthy relationships.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have an overly positive view of the effectiveness of the curriculum for early reading. They have been too slow to deliver improvements to ensure that the curriculum for early reading is planned and delivered effectively. As a result, not enough pupils learn to read accurately and fluently by the end of Year 2. Leaders should ensure that there is a systematic approach to teaching phonics with clear expectations of the sounds and letters that pupils should know and remember, and by when. Leaders must also make sure that all staff have the expertise that they need to deliver this programme effectively, so that more pupils become accurate and fluent readers as soon as possible.
- In a small number of subjects, leaders have not ensured that teachers have clear enough information about what pupils should learn or sufficient guidance to help them to deliver curriculums effectively. This prevents some teachers from designing learning that helps pupils to know and remember the intended curriculum. Leaders should ensure that, in these subjects, teachers have the necessary detail regarding curriculum content and that they can benefit from the support required to deliver intended curriculums well.
- In some subjects, leaders have not developed effective assessment systems to check how well pupils are learning the intended curriculum. Subject leaders in these subjects do not have a clear oversight of how well pupils know and remember curriculum content. Leaders should ensure that expectations of what pupils should know and remember are clarified and are used by teachers to identify those pupils that need further help with their learning.
- Members of the governing body are not well informed about the quality of education that pupils receive. This means that they are unable to hold leaders to account as well as they should about how well pupils achieve. Governors should ensure that they have the information that they need to hold leaders to account for pupils' achievement across the curriculum.

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	105483
Local authority	Manchester
Inspection number	10200774
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	The governing body
Chair of governing body	Lindsay Bann
Headteacher	Jonathan Brown
Website	www.medlockprimaryschool.com
Date of previous inspection	7 and 8 November 2017, under section 5 of the Education Act 2005

Information about this school

- A new headteacher, deputy headteacher and two assistant headteachers have taken up post since the previous inspection.
- Leaders do not make use of alternative provision.
- The school offers early years provision for two-year-old children.
- The governing body manage the breakfast club.

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.
- Inspectors held discussions with the headteacher, other leaders, subject leaders and members of staff. They spoke to four members of the governing body, including the chair of the governors. An inspector spoke with a representative of the local authority.

- Inspectors observed pupils' behaviour in classrooms, in breakfast club and during breaktimes and lunchtimes. They spoke with different groups of pupils to discuss their views of their school, their learning, their behaviour and safety.
- Inspectors carried out deep dives in early reading, English, mathematics, religious education and geography. For each deep dive, inspectors 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. An inspector also observed pupils reading to a familiar adult. Inspectors also reviewed some aspects of other subjects, including leaders' curriculum plans.
- Inspectors considered the views of parents and carers shared through Parent View, Ofsted's online questionnaire. This included the comments received via the free-text facility. Inspectors also spoke with parents at the start of the school day. Inspectors reviewed the responses to Ofsted's online staff survey. There were no responses to Ofsted's pupils' survey.
- Inspectors considered a range of documentation shared by school leaders, including the school development plan, the minutes taken at governors' meetings and the leaders' self-evaluation document.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed documentation and spoke to leaders, staff and pupils.

Inspection team

Janette Walker, lead inspector	Her Majesty's Inspector
Joan Williamson	Ofsted Inspector
Andy Hunt	Ofsted Inspector

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Inspection of a good school: Rolls Crescent Primary School

Rolls Crescent, Hulme, Manchester M15 5FT

Inspection dates:

12 and 13 January 2022

Outcome

Rolls Crescent Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy to belong to this friendly and supportive school community. The warm greeting that pupils and their families receive from staff each morning helps pupils to make a positive start to the day.

Pupils benefit from strong relationships with each other and with staff. Pupils appreciate that staff care about them and take the time to get to know them well. This helps them to feel safe.

Pupils know that leaders and teachers want them to do their best. Pupils behave well and work hard to meet their teacher's high expectations. They understand the importance of respect for all. They embrace their differences and get on well with each other. Pupils said that incidents of name-calling and other types of bullying are rare. They are confident that if they reported any concerns, staff would act swiftly and do their best to help them.

Pupils develop a clear understanding of their rights and responsibilities. They are proud to take on roles such as rights ambassadors. Pupils enjoy the visits and special events that leaders plan for them. They are enthusiastic about the activities that they can attend after school, such as dodgeball and steel pans clubs.

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

Leaders have planned a broad and ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND). In most subjects, leaders have decided on the important knowledge that they want pupils to learn. They have ordered content carefully so that new learning builds on what pupils have learned previously. This helps pupils, including children in the early years, to progress well through the curriculum, knowing and remembering more over time. For example, in mathematics, older pupils explained how their knowledge of multiplication and addition facts helps them when solving more-complex calculations.

Most subject leaders are well-trained and have strong curriculum expertise. They provide valuable information for teachers to develop their subject knowledge. Leaders support staff to deliver curriculums effectively. However, in a few subjects leaders are not as far along with their curriculum thinking. They have not identified the important knowledge that pupils need to learn or considered fully how this knowledge builds over time. Consequently, in these subjects, some pupils struggle to make links and remember what they have been taught previously.

Leaders have recently reviewed the early reading curriculum. They have set out clearly what they want pupils to learn and by when. Staff have been trained effectively in how to deliver the phonics programme. Children begin to learn sounds and letters from the start of the Reception class. Pupils practise their reading regularly with books that are well-matched to the sounds they know. Teachers check closely on how well pupils, including children in the early years, are doing with their reading. Staff provide additional support so that those pupils who fall behind can catch up quickly. Almost all pupils gain fluency and confidence in reading by the end of Year 2. Older pupils enjoy the books that adults read to them in class and develop their comprehension skills well.

Children in the early years get off to a positive start. Staff encourage them to behave well and listen attentively. Staff organise learning carefully to help children to develop their vocabulary.

Leaders have made sure that the needs of pupils with SEND are identified early. This group of pupils receive appropriate support to access the curriculum and achieve well. Parents and carers value the help that their children receive.

Pupils behave well in lessons and around school. Leaders' high expectations are communicated clearly by teachers and staff are trained to deal with behaviour consistently well. Pupils who sometimes struggle to regulate their own conduct benefit from tailored support. Lessons are rarely disrupted by poor behaviour.

Leaders help pupils to learn about equality through all aspects of school life. Pupils develop a strong understanding of their rights and responsibilities and the importance of respect for all. They gain an understanding of the wider world. They are well prepared for life in modern Britain.

Staff are proud to work at the school. They appreciate the approachability and support of leaders who are considerate of their workload.

Governors are committed to the continued success of the school and offer both support and challenge to school leaders. Governors have benefited from recent training to help them to become better informed about the quality of education for pupils and the development of the wider curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular safeguarding training, including on issues related to peer-on-peer abuse. This ensures that staff can spot the signs that might indicate that a pupil could be at risk or suffering from harm.

The safeguarding team is aware of the difficulties that pupils and their families may face. The team works well with other services to respond appropriately to any concerns and to provide the help that pupils and their families need.

Pupils are helped to keep themselves safe in the wider community, for example through 'bikeability' training and a project to raise their awareness of the danger of gangs.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not finalised their curriculum thinking in some subjects. In these subjects, leaders have not considered fully the important knowledge that pupils need to learn or how new ideas build on previous learning. This prevents pupils from making links and building on what they already know to develop their understanding. Leaders should ensure that teachers are clear about the essential knowledge that pupils should learn and when. This will enable pupils to know more and remember more of the curriculum and deepen their understanding of these subjects over time.

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 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 predecessor school, Rolls Crescent Primary, to be good in April 2015.

How can I feed back my views?

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

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School details

Unique reference number	144913
Local authority	Manchester
Inspection number	10212106
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	420
Appropriate authority	Board of trustees
Chair of trust	Richard Buckley
Headteachers	Jeff Reynolds and Helen Turner
Website	www.rolls-crescent.manchester.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Rolls Crescent Primary School converted to become an academy school in September 2017. When its predecessor school, Rolls Crescent Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Changing Lives in Collaboration multi-academy trust.
- There have been considerable changes to the governing body since the predecessor school's previous inspection. This includes the recent appointment of a new chair of governors.
- The school does not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school has 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 of the school.
- The inspector held discussions with the executive headteacher, headteachers, subject leaders and members of staff. She spoke with six members of the governing body

including the chair of governors and three trustees, including the chair of trustees. The inspector also spoke with a representative of the local authority.

- The inspector observed pupils' behaviour in classrooms, around the school and during lunchtime. The inspector spoke with different groups of pupils to discuss their views of their school, their learning, their behaviour and safety.
- The inspector carried out deep dives in early reading, mathematics and history. 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 observed pupils reading to a familiar adult. The inspector also considered aspects of a number of other subjects on the school's curriculum.
- The inspector considered the views of parents shared through Ofsted Parent View, Ofsted's online questionnaire. This included the comments received via the free-text facility. The inspector also spoke to parents at the start of the school day. The inspector also reviewed the responses to Ofsted's online staff and pupil questionnaire.
- The inspector considered a range of documentation shared by school leaders, including the school development plan, the minutes taken at governors' meetings and leaders' self-evaluation document.
- The inspector checked the arrangements for keeping pupils safe. She reviewed safeguarding documentation and spoke to leaders, staff and pupils.

Inspection team

Janette Walker, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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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	<p>24 November 2021 – 10 am</p> <p>19 January 2022 – 10 am</p> <p>2 March 2022 – 10 am</p>

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

Wednesday 2 March 2022, 10 am

Item	Purpose of Report	Lead Officer	Executive Member	Comments
LGA Permanence Peer Challenge	To consider the feedback from the LGA Permanence Peer Challenge.	Sean McKendrick	Councillor Bridges	
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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