



Overview and Scrutiny Ofsted Subgroup

Date: Wednesday, 27 July 2022

Time: 10.00 am

Venue: Council Antechamber, Level 2, Town Hall Extension

Everyone is welcome to attend this subgroup meeting.

Access to the Council Antechamber

Public access to the Council Antechamber is on Level 2 of the Town Hall Extension, using the lift or stairs in the lobby of the Mount Street entrance to the Extension.

There is no public access from any other entrance.

Membership

Councillors Gartside, Lovecy (Chair), Reid and Sadler

Co-opted Members -

Miss S Iltaf

Agenda

- | | | |
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| 1. | Minutes
To approve as a correct record the minutes of the meeting held on 2 March 2022. | 3 - 8 |
| 2. | 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. | 9 - 10 |
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| 3. | 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. | 61 - 64 |

Further Information

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

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This agenda was issued on **Wednesday, 20 July 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 2 March 2022

Present:

Councillor Lovecy – in the Chair
Councillors Foley, Hewitson, Nunnery and Reid

CYP/OSG/22/04 Minutes

Decision

To approve as a correct record the minutes of the meeting held on 19 January 2022.

CYP/OSG/22/05 Local Government Association (LGA) Permanence Peer Challenge

The Subgroup received a report of the Deputy Director of Children's Services which provided feedback from the recent LGA Permanence Peer Challenge.

The main points and themes within the report included:

- The process;
- Key messages from the review; and
- Recommendations.

Some of the key points and themes that arose from the Subgroup's discussions were:

- To note the improvements made since 2014 when Manchester's Children's Services were judged as "inadequate" by Ofsted;
- The importance of Members continuing to undertake visits across Children's Services;
- Social Worker caseloads, including the variability of caseloads between Social Workers;
- The number of agency staff; and
- Whether Our Children and Young People (Looked After Children and Care Leavers) received priority for health services, for example dental appointments and Child and Adolescent Mental Health Services (CAMHS).

In response to a Member's comment that the report did not mention the pandemic, the Strategic Director of Children and Education Services informed Members that one of the peer reviewers had commented positively on staff not talking about the pandemic, reflecting that the service had continued to work face-to-face throughout, unlike many other local authorities. He reported that the average caseload for experienced Social Workers was about 17.6, with the highest number being 25 and Newly Qualified Social Workers having an average caseload of 12 or 13, whereas in 2015 some Social Workers had 40 to 50 cases. He advised that there were 36 agency staff across the Directorate and that this was the lowest level of reliance on

agency staff across the region. In response to a Member's comments, he provided an update on progress in providing staff with suitable IT equipment. He recommended that he and the Chair of the Children and Young People Scrutiny Committee have a discussion about future visits to the service, including making the visits more focused. Members discussed the need to ensure the voice of the child was heard and the role of Our Year in engaging with children and young people.

A Member suggested that training should be arranged for Councillors in the new municipal year covering a range of topics, including the journey that Children's Services had been on since 2014, noting that there would be new Councillors after the election. The Strategic Director of Children and Education Services agreed that a session on Children's Services could be provided to Members in the new municipal year, also covering the future plans for the service. In response to the question about health services, he informed the Subgroup that Our Children and Young People had a designated team of health professionals, that they had a good relationship with CAMHS and that additional services could be commissioned where needed. He confirmed that Our Children and Young People were prioritised for access to health services, including dentistry. In response to a further question, he reported that when they became Looked After, children received an initial health assessment and a Personal Education Plan.

Decision

To note the report.

CYP/OSG/22/06 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 Schools Quality Assurance Officer provided an overview of this information.

The Subgroup considered the recent Ofsted report for St Patrick's RC Primary School, which had been judged as "good" at its most recent inspection in November 2021. The Senior Schools Quality Assurance Officer reported that the school had been placed in special measures in 2009 then judged as "satisfactory" in 2011 and, following the change in the Ofsted Framework, judged as "requires improvement" on three subsequent inspections so, she advised, this inspection had been critical. She outlined how a formal partnership with St Edmund's RC Primary School had benefited both schools. She highlighted some of the key points from the Ofsted report. A Member welcomed the positive journey of this school to achieving a "good" judgement and suggested that the Subgroup could consider visiting the school. A Member reported that some schools subsequently reverted to "requires improvement" at their next inspection and highlighted the need for local authority support to ensure that this did not happen. A Member welcomed that phonics teaching was good at the school and that pupils were knowledgeable about climate change. In response to a Member's comments about the challenges faced by small schools, the Senior Schools Quality Assurance Officer informed Members that the Diocese of Salford was exploring the option of academising all its schools. She advised that her team were conscious of the need to sustain improvements made and that the allocation of their time across different schools was regularly reviewed.

The Subgroup considered the recent Ofsted report for Eden Boys' Leadership Academy which had been judged as "good". The Senior Schools Quality Assurance Officer highlighted some of the key areas within the report including that the school had been judged as "outstanding" for behaviour and attitudes and personal development. She reported that the school was open to engagement with the local authority, for example, communicating messages about vaccination, although not with the Quality Assurance Team. The Subgroup discussed single sex schools within the city, noting that there had been community resistance to a proposed move to make existing single-sex schools mixed-sex. In response to comments from the Chair, the Senior Schools Quality Assurance Officer reported that the Director of Education had a positive working relationship with the Executive Principal, who was also the Executive Principal of the neighbouring Eden Girls' Leadership Academy. The Chair suggested that the Subgroup might want to visit Eden Boys' Leadership Academy.

The Subgroup considered the recent Ofsted report for Rolls Crescent Primary School, which had been judged as "good". The Senior Schools Quality Assurance Officer informed Members that it had converted to an academy and that the predecessor school had also been judged as "good". She advised Members that the school worked collaboratively with the other schools in the same multi-academy trust. She highlighted the main points from the report. She advised that the school had been engaging with the Council's quality assurance processes from this academic year. In response to a Member's question, she outlined the universal offer to Manchester schools, which included a link person within the Council's Quality Assurance Team. She advised that, unless there were circumstances that warranted a higher level of support, schools which were judged as good or better were entitled to one visit from a quality assurance professional commissioned by the Council per year and that the Council received a written report with feedback from that visit. A Member who was the Chair of the Children and Young People Scrutiny Committee suggested that the Committee could look at One Education at a future meeting.

The Subgroup considered the letter from Ofsted following the recent special measures monitoring inspection of The East Manchester Academy. The Senior Schools Quality Assurance Officer advised that this was the second monitoring inspection since the school had been placed in special measures and that this was the best outcome they could have received. She reported that the school was on a journey, making improvements, and that, if this work continued at the same pace, the school was on track for coming out of special measures. She reported that the school had an Executive Headteacher and interim management board in place and that there was very good engagement with the Quality Assurance Team. She outlined some of the improvements that had been made and steps being taken to secure further improvements. In particular, she stated that, at the time the school was placed in special measures, there had been serious safeguarding concerns but there had been sustained improvements in this area and pupils now said that they felt safe and well looked after. In response to a Member's question, she reported that Ofsted did consider parental views on the school and, if it had been identified as a concern, it would have been highlighted in the report. She reported that she would discuss the school's engagement with parents with her colleague who attended the interim management board meetings. A Member expressed concern that schools in

special measures often struggled to recruit and retain staff. The Senior Schools Quality Assurance Officer acknowledged that this was an issue, also noting the restriction on recruiting newly qualified teachers, and that recruitment issues could result in teachers teaching their second or third subject. A Member suggested that the Subgroup consider visiting the school. In response to a Member's question, the Senior Schools Quality Assurance Officer stated that she would check whether the school had a Local Authority representative on the governing body. A Member, who was also the Chair of the Children and Young People Scrutiny Committee, advised that the Committee should look at school governance at a future meeting. She also stated that she would ask the School Governance Lead about governor vacancies at Manchester schools.

The Subgroup considered the recent Ofsted report for Medlock Primary School. The Senior Schools Quality Assurance Officer informed the Subgroup that the school had previously been judged as "requires improvement" and had been judged as "requires improvement" again at the latest inspection, but with two areas which were considered "good". She advised that this was one of the highest priority primary schools for her team and that the school was engaging well with her team. She outlined the support the school was receiving and highlighted some of the key points from the report. A Member suggested that the Subgroup consider visiting this school. In response to a Member's question about what powers the local authority had in relation to schools which were at risk of going into special measures, the Senior Schools Quality Assurance Officer advised that her team built a relationship with school leaders to a point where they were comfortable with being strategically influenced because of the support the Council could provide to them. She advised that there were statutory powers that could be used where necessary, if this relationship had broken down, but that this was not needed in relation to this school. A Member asked what tools were available to support the school to improve its governance, for example, bringing in a national leader on governance to support the school. The Senior Schools Quality Assurance Officer advised that, as Ofsted had identified governance as an area for improvement, her team could approach the school to encourage them to engage in an external review of governance by the national leader as a supportive measure and she stated that she would discuss this with the Senior Schools Quality Assurance Officer who supported this school.

Members discussed which schools they would like to visit and provisionally proposed to visit Medlock Primary School, The East Manchester Academy and Eden Boys' Leadership Academy, with arrangements to be finalised in the new municipal year.

Decisions

1. To write to St Patrick's RC Primary School, Eden Boys' Leadership Academy and Rolls Crescent Primary School to congratulate them on their recent Ofsted reports.
2. To arrange visits to a selection of the schools in the new municipal year.

CYP/OSG/22/07 Terms of Reference and Work Programme

Decision

To approve the Terms of Reference and Work Programme.

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Schools - OfSTED Inspection Outcomes

Academic Year 2021 22

Scrutiny 27th July 2022

School	Type of Inspection	Dates	Outcome
The King David High School (Academy)	Section 5	10 & 11 Nov 2021	Inadequate overall QE, B&A, 6 th form Good
St Chrysostom's Primary	Section 8	2&3 Feb 2022	St Chrysostom's continues to be a good school
Manchester Enterprise Academy	Section 5	9&10 Feb 2022	Good overall B&A / PD / L&M outstanding
Eden Girls'	Section 5	16&17 Feb 2022	Good overall B&A / PD outstanding
Rushbrook Primary Academy	Section 5	22&23 March 2022	RI overall B&A / PD / L&M good
Broad oak Primary School	Section 5	29&30 March 2022	RI overall B&A / PD good
St John Bosco RC Primary	Section 5	29&30 March 2022	RI overall B&A / PD good
St Peter's RC High	Section 8	29&30 March 2022	St Peter's continues to be a good school
Whalley Range High School (Academy)	Section 8	27&28 April 2022	Whalley Range continues to be a good school
St Mary's RC Primary (Levenshulme)	Section 5	4&5 May 2022	Outstanding

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Inspection of Broad Oak Primary School

Broad Oak Lane, East Didsbury, Manchester, Greater Manchester M20 5QB

Inspection dates: 29 and 30 March 2022

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

Good

What is it like to attend this school?

Pupils enjoy coming to Broad Oak. They have lots of friends and feel safe and happy. Their parents and carers agree. This is because of the positive relationships that are formed with their peers and with the caring staff. Pupils are polite, enthusiastic and respectful.

Pupils understand what bullying is, including how it could happen online. They reported that bullying is very rare. If it were to happen, pupils are confident that staff would sort it out quickly.

Pupils, including children in the early years, behave well. They work hard in lessons and play cooperatively with their friends at social times. However, pupils do not achieve as well as they should. This is because the curriculum is not sufficiently developed in several subjects.

Pupils enjoy many opportunities to develop as confident, young citizens. For example, leaders have supported pupils to understand the current conflict in Ukraine in an age-appropriate way. Pupils proudly support many good causes and charities.

Pupils value the range of clubs and visits on offer to them. These include trips to museums, trips to the beach and dance workshops. Pupils were keen to talk about the popular skateboarding club and their participation in sports competitions.

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

Leaders have ensured that the curriculum is broad and balanced. In some subjects, the curriculum is well established and is understood by all staff. However, in several other subjects, curriculum development is at an early stage.

In some subjects, including reading and mathematics, leaders have ensured that the curriculum identifies the important knowledge that pupils will learn and when they will learn it. This means that pupils, including those with special educational needs and/or disabilities (SEND), learn in a logical way from the early years to Year 6. Consequently, pupils build new knowledge on what they have learned before. In these subjects, pupils achieve well.

However, in several subjects, leaders have only recently started to identify the important knowledge that pupils, and children in the early years, will learn. In these subjects, teachers do not have clarity about what to teach and when to teach it. As a result, pupils do not achieve as well as they should.

Leaders have not checked how well staff deliver many subject curriculums across the school. The COVID-19 pandemic has partly hampered this. This has led to teachers not delivering these curriculums as leaders intend. For example, pupils are not currently learning some subjects as often as leaders expect.

Teachers check how well pupils have understood learning during lessons. When required, staff work closely with pupils and provide suitable support. However, the lack of monitoring by leaders means that they do not know how well pupils are achieving in a range of subjects over time.

Leaders have improved the reading curriculum. This develops clearly, from the early years to Year 6. Pupils enjoy reading high-quality texts that encourage a love of reading. Children in the Nursery class develop their listening and attention skills effectively. This ensures that most children are ready to learn phonics as soon as they start in the Reception Year. The books pupils read allow them to practise the sounds that they know. Teachers quickly identify pupils who fall behind. These pupils receive appropriate support from staff to help them catch up. This support continues for older pupils for as long as they need it. As a result, most pupils become fluent readers.

Leaders have ensured that pupils with SEND have their needs identified in a timely way. Leaders make sure that pupils in the specially resourced provision for pupils with SEND (specially resourced provision) receive specialist support and care. Over time, many of these pupils successfully increase the time they spend with their peers in mainstream lessons.

Leaders have high expectations for pupils' behaviour, including for children in the early years. Children in the Nursery Year quickly learn to follow rules and routines. Staff manage pupils' behaviour well. Pupils across the school, including those in the specially resourced provision, listen attentively to staff.

Pupils have a secure understanding of healthy relationships. They learn about the importance of respecting people from different faiths and cultures. Pupils, including those with SEND, strive to be elected to the school council. Those elected work closely with leaders to improve many aspects of the school. These have included the promotion of recycling and an improvement to playtimes.

Leaders and governors understand the school's priorities for improvement. Governors provide suitable support and challenge to school leaders. Leaders and governors are mindful of staff's workload. They support staff's and pupils' well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that pupils learn how to stay safe. Pupils know how to work or play safely online. They learn how to stay safe near roads and railway lines. Staff receive regular safeguarding training. This helps staff to be alert to any signs that pupils may be at risk from harm.

Leaders keep a close eye on the attendance of pupils, including those who are disadvantaged. They raise concerns with other agencies when needed. This helps to ensure pupils' safety when they are not in school.

Pupils, including those in the specially resourced provision, build supportive relationships with staff. This gives them the confidence to raise concerns if they need to. Leaders ensure that pupils and their families get the help that they need when required.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subject curriculums, the important knowledge that children and pupils should learn is not made clear. This means that children and pupils, including those with SEND, do not build their knowledge securely on what they already know and can do. Leaders should ensure that all subject curriculums identify the important knowledge that children and pupils should learn, from the early years to Year 6.
- Leaders have not checked how effectively staff deliver the curriculum. Teachers therefore do not deliver some subject curriculums as leaders intend. Subject leaders should be suitably equipped to monitor the implementation of their curriculums. This will enable senior leaders to know how well pupils are achieving and to know that pupils learn the curriculums as intended.

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	105467
Local authority	Manchester
Inspection number	10200820
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	The governing body
Chair of governing body	Chris Pyle
Headteacher	Kevin Corteen
Website	www.broadoak.manchester.sch.uk
Date of previous inspection	26 April 2018, under section 8 of the Education Act 2005

Information about this school

- There have been significant changes to staffing and governance at the school since the previous inspection.
- The school hosts specially resourced provision, on behalf of the local authority, for up to seven pupils. These pupils have social, emotional and mental health needs. All of these pupils have an education, health and care plan.
- The governing body is responsible for before-school provision at the school.
- 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in these subjects: early reading, mathematics, physical education, science and French. They met with subject leaders, visited

lessons, reviewed pupils’ work and spoke to teachers and pupils. The lead inspector also listened to pupils reading.

- Inspectors also considered other subjects, including history, music, computing and religious education. They met with leaders, reviewed pupils’ work and evaluated curriculum plans.
- Inspectors scrutinised a range of documentation. They spoke to the headteacher and other leaders throughout the inspection.
- The lead inspector met with five governors, including the chair of the governing body. He spoke on the telephone to representatives of the local authority.
- The lead inspector held meetings with the staff responsible for safeguarding and checked the single central record. Inspectors considered leaders’ safeguarding processes and procedures. Inspectors observed pupils during playtimes, at lunchtimes and at the breakfast club. Inspectors discussed safeguarding with pupils.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to the staff and pupil surveys.

Inspection team

Adam Sproston, lead inspector	Her Majesty’s Inspector
Caroline Prince	Ofsted Inspector
Gaynor Rennie	Ofsted Inspector
Jonathan Keay	Her Majesty’s Inspector

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Inspection of The King David High School

Eaton Road, Crumpsall, Manchester M8 5DY

Inspection dates: 10 and 11 November 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Sixth-form provision

Good

Previous inspection grade

Outstanding

The school was inspected in 2019, however, the inspection report was quashed by consent.

Prior to the 2019 inspection, the school was inspected in May 2015 and was judged 'Outstanding'. This was under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

What is it like to attend this school?

Many pupils, including students in the sixth form, said that they are happy at The King David High School. They feel safe, behave well and show respect for staff and their peers. However, a significant minority of pupils said that they are unable to share their worries with staff. Some pupils feel that staff do not treat them with respect. This makes these pupils feel anxious and unsafe.

Pupils perceive that incidents of bullying are rare, and that staff deal with these issues when they do occur. Despite this, some pupils and their parents and carers told inspectors that leaders have not created a culture where concerns, including worries about bullying, can be easily reported.

Inspectors concur with this view. Inspectors found that, over time, there have been widespread failures in how leaders protect pupils from harm. Consequently, too many pupils and their parents have little confidence in how well leaders manage safeguarding and welfare concerns.

Generally, teachers have high expectations of pupils' and students' behaviour. Mostly, classrooms are purposeful and pupils focus well on their learning. Corridors, stairwells and social spaces are calm and orderly. Pupils and students attend school regularly and are punctual to lessons.

Leaders have high expectations of what most pupils can attain academically. These expectations are reflected in the school's ambitious curriculum. Most pupils attain well. Some pupils said that staff have unrealistic expectations of what they can achieve academically. These pupils said that this places them under a great deal of pressure. It has a detrimental impact on their mental health and well-being.

Many pupils and students value the wide range of extra-curricular opportunities on offer. Pupils who attend the main school, and Yavneh Boys, benefit from lunchtime clubs, such as table tennis, the debating society and the film club.

The pupils who attend Yavneh Girls are separated from all other pupils at the school throughout the school day, including during breaks and at lunchtime. The pupils who attend Yavneh Girls do not have the same access to extra-curricular activities as the pupils who attend Yavneh Boys and the main school. Yavneh Girls are unable to socialise with their peers outside of their unit.

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

The school is a mixed school, admitting both boys and girls. However, some parents choose to send their children to the single-sex units at the school, Yavneh Boys and Yavneh Girls. These units afford pupils the opportunity to study a 'modern orthodox' Jewish education.

The pupils who attend the Yavneh units appreciate the high-quality education on offer. However, the pupils who attend Yavneh Girls told inspectors that they feel isolated and that the current arrangements, and the behaviour of some staff, prevent them from mixing socially with pupils in the main school and pupils in Yavneh Boys.

The current arrangements are discriminatory because the pupils who attend Yavneh Boys can mix socially with pupils (both girls and boys) in the main school, whereas pupils who attend Yavneh Girls cannot. Yavneh Girls are, therefore, subject to a detriment because of their sex. This constitutes unlawful direct discrimination on the ground of sex, contrary to the Equality Act 2010.

Pupils achieve highly. They benefit from an ambitious and academic curriculum that is typically delivered well by teachers. This is particularly the case for pupils in key stage 4 and students in the sixth form.

Although the key stage 3 curriculum is suitably ambitious for pupils, not all younger pupils have access to the same curriculum offer. For example, some pupils in Year 9 study creative subjects on a carousel, while other pupils have the chance to study these subjects throughout the year. This means that some pupils do not study these subjects to the same depth as their peers. Leaders have plans in place to ensure that all pupils receive an equitable curriculum offer at key stage 3 by November 2022.

Subject leaders have considered the knowledge that they want pupils in each year group to know. Teachers have an expert knowledge of their subject. They are highly skilled in designing learning that supports pupils to know and remember more of the intended curriculum, including for those pupils working remotely. Mostly, teachers use their expertise well to help pupils to embed learning and to address misconceptions.

Leaders have taken appropriate steps to ensure that teachers receive appropriate guidance about pupils with special educational needs and/or disabilities (SEND). Teachers use this information increasingly well to adapt how they deliver the curriculum for pupils with SEND. More recently, leaders have begun to identify the needs of pupils with SEND in a timelier manner.

For the most part, pupils and students focus on their learning. Disruptive behaviour rarely prevents staff from delivering the curriculum effectively. Recently, leaders have strengthened the systems that teachers use to manage pupils' behaviour. This includes additional support for the minority of pupils who struggle to manage their own conduct.

Many pupils, and students in the sixth form, benefit from a wide range of extra-curricular activities at lunchtimes and after school. This includes orchestra club and boxing. Leaders have recently introduced a 'learning for life' curriculum. This provides pupils and students with the opportunity to learn about healthy relationships and how to keep themselves safe in the community. Staff have

received training to help them to deliver this curriculum. However, some staff do not feel confident to teach aspects of the programme. For example, some teachers felt ill-equipped to teach about contraception. Older pupils said that they do not learn enough about different types of families or relationships.

Leaders ensure that pupils and students have access to some careers information, education, advice and guidance. Even so, some older pupils, including students in the sixth form, do not receive the guidance that they need to make informed decisions about their next steps. For instance, some students outlined how they would appreciate more support to make decisions about their choice of university.

A few members of the governing body do not understand their roles and responsibilities. They are overly involved in the day-to-day running of the school. This hampers senior leaders' ability to take appropriate steps to improve the school and to safeguard pupils. Additionally, those responsible for governance do not fulfil all of their statutory duties, for example in relation to safeguarding.

Some parents feel that their voices have not been heard by leaders and governors when they have raised legitimate concerns about their children. Since the appointment of the executive headteacher, leaders have started to address this issue and re-establish effective relationships with parents. Leaders are increasingly considerate of the workload and well-being of staff.

Safeguarding

The arrangements for safeguarding are not effective.

Some pupils are reluctant to report safeguarding concerns to staff. They have little confidence that staff will take their worries seriously. This is particularly the case for pupils who are anxious about their mental health, their physical safety and issues relating to peer-on-peer abuse. These pupils explained that they are reluctant to report concerns due to the way that some staff might react.

Leaders and governors have not followed statutory guidance when carrying out safer recruitment checks on staff. Although this was rectified by leaders during the inspection, it is unacceptable. Furthermore, leaders were unable to offer a satisfactory explanation to inspectors about how they had managed allegations against adults who may be a risk to pupils.

In recent months, leaders have acted to ensure that appropriate systems are in place for staff to report safeguarding concerns. However, due to a legacy of chaotic safeguarding practices, some pupils and parents still have little confidence in the school's safeguarding arrangements.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders and governors have not ensured that the arrangements for safeguarding pupils are effective. Although leaders have recently taken steps to ensure that appropriate systems for reporting safeguarding concerns are in place, more work needs to be done to strengthen the culture of safeguarding. Some pupils and parents have little confidence that leaders will address the concerns that they raise about pupils' safety. This includes how leaders deal with issues relating to peer-on-peer abuse. Leaders must take immediate action to ensure that there is a strong and effective culture of safeguarding, where all concerns are taken seriously and dealt with swiftly and effectively. Leaders must also take steps to win the confidence and trust of parents and pupils in relation to the school's safeguarding arrangements.
- The governing body has not ensured that the school fulfils its statutory duties under the Equality Act 2010. The school is unlawfully discriminating against pupils who attend Yavneh Girls in relation to the protected characteristic of sex. Pupils who attend Yavneh Girls, unlike pupils in Yavneh Boys and pupils in the main school, are deprived of the opportunity to mix socially with boys and girls in other parts of the school. This constitutes a detriment to those pupils due to their sex. Leaders and governors must act to fulfil their duties under the Equality Act 2010 by ensuring that they do not discriminate against pupils in the Yavneh Girls on the ground of sex.
- Some members of the governing body do not understand the parameters of their role. They interfere with the routine operation of the school. This impedes the actions that senior leaders, including the executive headteacher, can take to improve the quality of education and protect the safety and well-being of pupils. The governing body must review how it operates so that it fulfils its statutory functions by ensuring a clarity of vision, ethos and strategic direction, that it holds leaders to account for the quality of educational performance of the school, and that it maintains an oversight of the financial performance of the school.
- Some staff do not have the confidence to deliver aspects of the 'learning for life' curriculum as well as they should. As a result, some pupils said that they do not feel prepared to take their place in society. Leaders should ensure that staff have the knowledge and confidence to deliver this curriculum effectively.
- Leaders have not ensured that pupils and students receive careers education, information, advice and guidance of a consistently high quality. This means that some pupils, and students in the sixth form, feel unable to make informed decisions about their next steps in employment, education and training. Leaders should ensure that all pupils and students benefit from a coherent programme of careers information, advice and guidance so that pupils and students feel suitably informed to make decisions about their futures.
- Leaders have not ensured that all pupils benefit from an equitable curriculum at key stage 3. This means that some pupils are unable to study some creative subjects in sufficient depth. Leaders must ensure that all pupils have the opportunity to gain sufficient knowledge to study creative subjects at GCSE.

The transitional arrangements were used on this inspection to confirm that pupils benefit from a good-quality education.

Having considered the evidence, the inspector is of the opinion that the school should not appoint early career teachers.

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.

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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	137309
Local authority	Manchester
Inspection number	10203497
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	808
Of which, number on roll in the sixth form	207
Appropriate authority	The governing body
Chair of governing body	Joshua Rowe
Headteacher	Brian Levy
Website	http://www.kdhs.org.uk/
Date of previous inspection	6 and 7 May 2015, under section 5 of the Education Act 2005

Information about this school

- This is a mixed Jewish school. Within the school there are three units. A main mixed school, Yavneh Boys and Yavneh Girls. The two Yavneh units are single-sex units.
- The school makes use of two alternative providers for a small number of pupils.
- 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.

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

- 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.
- The lead inspector met with three members of the governing body, including the chair of governors. The lead inspector also met a representative of Manchester local authority.
- Inspectors met with the executive headteacher, the deputy headteacher and senior leaders. They also met with other members of school staff. Inspectors did not speak with the headteacher.
- Inspectors spoke with groups of pupils about their experiences of school life.
- Inspectors carried out deep dives in these subjects: science, art and design, English, foreign languages, and personal, social, health and economic education. In each deep dive, inspectors met with subject leaders, reviewed curriculum plans and visited a sample of lessons. Inspectors met with teachers and spoke with pupils about their learning. Inspectors also scrutinised samples of pupils' work.
- Inspectors reviewed leaders' curriculum plans and pupils' work in a range of other subjects. Inspectors spoke with subject leaders in some of these subjects.
- Inspectors considered a range of school documentation relating to governance, behaviour, and attendance.
- The lead inspector checked documentation relating to safeguarding, including the single central record. An inspector spoke to a representative from each alternative provider used by the school.
- Inspectors considered the responses to Ofsted's online questionnaire, Parent View, including free-text comments, the responses to Ofsted's pupil questionnaire, and the responses to Ofsted's staff questionnaire.

Inspection team

Emma Gregory, lead inspector	Her Majesty's Inspector
Michael Pennington	Her Majesty's Inspector
Rachel Goodwin	Her Majesty's Inspector
Ahmed Marikar	Her Majesty's Inspector

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Inspection of Lily Lane Primary School

Kenyon Lane, Moston, Manchester M40 9JP

Inspection dates:

24 and 25 May 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Good

Leadership and management

Inadequate

Early years provision

Inadequate

Previous inspection grade

Requires Improvement

What is it like to attend this school?

Pupils do not receive an acceptable standard of education. Leaders have low expectations of pupils. The curriculum that pupils receive is narrow. Leaders prioritise reading, mathematics and pupils' personal development at the expense of other subjects in the key stage 1 and 2 curriculums. Pupils' knowledge in many subjects is not secure. In addition, leaders have not designed the early years curriculum well. Children and pupils across the school are not well prepared for their next stage of education.

Many pupils with special educational needs and/or disabilities (SEND) receive an even weaker deal than other pupils in the school. Some of these pupils are not taught by suitably trained teachers. These pupils experience a significantly reduced curriculum. This prevents them from developing the knowledge and skills that they need to succeed.

Leaders do not ensure that children and pupils are kept safe. They do not have high enough expectations of how pupils should behave. Children in the early years are not introduced to clear routines. They struggle to understand what is expected of them as a result. Leaders do not support staff to manage pupils' behaviour effectively. Some pupils behave in an unsafe manner outside lessons. This inappropriate conduct is not challenged by staff. Leaders' records of behaviour show that bullying does occasionally happen. However, pupils were confident that leaders deal with incidents well.

Pupils benefit from the experiences that leaders provide to enhance their wider development. Leaders ensure that pupils' physical health is well supported. Pupils are happy in school. They experience much success in sport.

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

Leadership of the school has deteriorated since the previous inspection. There has been considerable turmoil in staffing. Leaders have not managed this situation well. Staff morale is low. The disharmony in the staff team undermines the capacity of leaders to bring about the many improvements needed.

The curriculum is weak and narrow. Leaders lack the curricular knowledge and expertise that they need to design and put in place a high-quality curriculum. Pupils with SEND do not have their needs appropriately identified or met. They do not receive the support that they need. Teachers are ill-equipped to adapt the delivery of the curriculum to meet the needs of these pupils. They do not achieve well.

In several subjects, leaders are unclear about the essential knowledge that pupils need to learn and the order in which this should be taught. Consequently, teachers do not understand how to shape their teaching so that pupils build their knowledge over time. Pupils receive a disorganised learning experience. They do not gain the

knowledge and skills that they need to be successful. As a result, their achievement across many subjects is poor.

In contrast to considerable weaknesses in many subject areas, leaders are clear about what they expect most pupils to learn in reading and mathematics in each year group. Teachers understand the importance of finding out what pupils already know in these subjects before moving on to new learning. Teachers use assessment strategies well in reading and mathematics to identify where pupils have misconceptions. They use this information to plan the next steps of learning.

Leaders ensure that staff are trained well to teach pupils to read and to enjoy literature. This begins in the early years. Children learn to listen out for important sounds. This sets them up well for when they begin their more formal learning about how to use phonics in the Reception Year and in key stage 1.

Leaders ensure that the reading books that they provide support most pupils to build up confidence in reading. Younger pupils develop a love of reading as they practise the sounds that they know. A poet-in-residence inspires pupils to read and develop their spoken language. This helps pupils who are at the early stages of learning the English language to develop their understanding of vocabulary. Older pupils said that they enjoy reading. They read books for pleasure and to broaden their general knowledge.

Although leaders make sure that most children's reading and mathematical knowledge builds well in the early years, they do not ensure that children develop their knowledge equally well in the other areas of learning. Leaders do not give clear enough guidance to staff about how to challenge children to try different activities to extend their knowledge. As a result, children in the early years do not build up their knowledge as well as they should. This is particularly true for children with SEND. These children are not ready for the demands of key stage 1.

In most lessons, pupils' behaviour does not disturb learning. However, in the early years and classes where pupils with SEND are taught separately, this is not case. Leaders have not ensured that staff are trained well enough to support the behaviour of children and pupils with SEND so that they can focus on learning.

Leaders have thought carefully about how to support pupils' personal development. They ensure that a broad range of trips, visiting speakers and out-of-school activities are available for pupils to enjoy. Leaders also make sure that pupils take part in activities that help to build up their resilience and character.

Leadership is weak. Governors do not have an accurate view of how well the school functions. They accept too much of what leaders tell them without question. Governors have failed to recognise the growing discontent among staff. Leaders, including governors, have not ensured that staff are well supported. They are unaware that some staff feel that their workloads are excessive and unmanageable.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and governors have not ensured that the school's safeguarding arrangements meet statutory requirements. For example, they have not made sure that the safeguarding policy contains the latest safeguarding guidance.

Most staff have had some safeguarding training. However, leaders and governors do not ensure that all staff training is up to date. This includes staff who work with the most vulnerable pupils. Induction procedures for new staff are weak. These staff do not gain a deep enough understanding of how to keep pupils safe.

Some staff, including those in the early years, are complacent about pupils' behaviour. Equally, some staff do not acknowledge the possible dangers that children and pupils may face. This places children and pupils in potentially unsafe situations at unstructured times of the day.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' expectations for pupils with SEND are too low. They are taught by staff who have not been trained to meet their needs sufficiently well. Consequently, these pupils do not achieve well. Leaders must ensure that all pupils with SEND are taught by teachers who are sufficiently trained to meet complex needs and make appropriate adaptations to the delivery of the curriculum.
- Leaders and governors have not taken enough action to develop the curriculum beyond reading and mathematics. The curriculum in most subjects does not set out clearly what pupils need to learn. As a result, pupils receive a disconnected series of lessons that do not build their knowledge and understanding. They do not achieve as well as they should. Leaders must rapidly clarify their curriculum thinking so that teachers are clear about the knowledge that they want pupils to learn and the order in which this content should be taught.
- Children do not learn all that they should during their time in the early years. This is because the curriculum is poorly designed. Staff do not have the expertise to help pupils gain the knowledge that they need to make a positive start to Year 1. Leaders must ensure that staff in the early years are clear about what they need to do to support all children, including those with SEND, to achieve well across all aspects of the early years curriculum.
- Leaders and governors have not ensured that staff receive adequate and regular training in relation to safeguarding. As a result, some staff lack vigilance to potential safeguarding risks. Leaders and governors must ensure that all staff are sufficiently trained to understand their safeguarding responsibilities and to carry out their safeguarding roles effectively.

- Leaders do not support staff adequately in managing pupils' behaviour. Many staff do not know how to help pupils understand acceptable social behaviour and boundaries. Pupils behave in an unsafe manner at times. Leaders should ensure that staff are trained well enough to deal with challenging behaviour, including behaviour related to pupils' SEND.
- Weaknesses in leadership have led to high staff workloads and low staff morale. This is hindering the capacity to bring about much-needed improvement. Governors must ensure that urgent action is taken to strengthen leadership throughout the school and to ensure that staff are provided with the support that they need to fulfil their roles effectively.

The school may not appoint early career teachers before the next monitoring inspection.

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.

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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	105424
Local authority	Manchester
Inspection number	10226189
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	627
Appropriate authority	The governing body
Chair of governing body	Keith Hulton
Headteacher	Julia Clark
Website	www.lilylane.manchester.sch.uk
Date of previous inspection	2 and 3 October 2018, under section 5 of the Education Act 2005

Information about this school

- There has been significant turbulence in staffing since the school was last inspected. Two new deputy headteachers and an early years leader have been appointed.
- A new chair of governors and vice-chair of governors have been appointed since the time of the last inspection.
- A large proportion of pupils have lived in other countries before they began at this school. Many pupils speak English as an additional language.
- Leaders do 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.

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

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and other leaders in the school, including the leader for SEND.
- Inspectors spoke with two governors, including the chair of governors. Inspectors also met with a representative of the local authority.
- Inspectors looked at a range of documentation relating to safeguarding. This included the school's central record of staff and visitors, staff training records, records of safeguarding, and samples of pupils' records.
- Inspectors carried out deep dives in early reading, mathematics, art and design, history, music and physical education. They talked with the curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- Inspectors spoke to some curriculum leaders, looked at samples of pupils' work and spoke to pupils about their learning in other areas of the curriculum.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes. They observed pupils' behaviour as they moved around the school.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors spoke with parents as they dropped their children off at school. They considered the responses to Ofsted Parent View, Ofsted's online survey. They also considered the free-text responses from parents.
- Inspectors considered responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Jackie Stillings, lead inspector	Her Majesty's Inspector
David Robinson	Ofsted Inspector
Adrian Martin	Ofsted Inspector
Louise McArdle	Her Majesty's Inspector

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Inspection of Rushbrook Primary Academy

Shillingford Road, Gorton, Manchester, Lancashire M18 7TN

Inspection dates: 22 and 23 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils, including those with special educational needs and/or disabilities (SEND), are happy to belong to this diverse and welcoming school community. Pupils get on well together and make lots of friends.

Pupils benefit from the strong relationships that staff forge with them. Pupils said that staff are caring and will listen to any concerns that they may have. Pupils are confident that staff will act swiftly to sort out any bullying.

Pupils understand that leaders and teachers expect them to try their best. Pupils enjoy learning and they work hard in their lessons. However, in some subjects, pupils, including children in the early years, do not achieve as well as they should.

Pupils know that they have a voice. They eagerly carry out responsible roles such as 'happiness ambassadors' to make a positive difference. The 'environment group' is proud to have presented its ideas to school leaders about reducing the school's carbon footprint.

Pupils enjoy the wide range of clubs they can attend, such as dance, art, hockey and choir, to pursue their interests and talents. The very popular breakfast club helps pupils to make a positive start to the day.

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

Leaders are ambitious for the pupils. They have established clear priorities and are taking appropriate action to improve the school further.

Leaders have introduced a behaviour system that is clearly understood by pupils and used consistently well by staff. Leaders have trained staff to handle any behaviour issues in a constructive and sensitive way. As a result, those pupils who struggled to regulate their own behaviour in the past benefit from appropriate and tailored support. Pupils behave well and lessons are rarely disrupted by poor behaviour.

In the early years, warm relationships with encouraging staff help children to settle in well to routines. Children are happy to share with their friends and they enjoy the wide range of appealing activities that teachers set up for them.

Leaders have ensured that pupils, including pupils with SEND, access a suitably broad and balanced curriculum. Subject leaders have received training recently to help them to clarify what they want pupils to know in each subject by the end of each year.

In some subjects, leaders are clear about the important knowledge that pupils need to learn and the order in which they should learn it. In these subjects, teachers have sufficient guidance to help them design learning that builds on pupils' earlier

knowledge. That said, leaders' curriculum thinking in a few other subjects is not as far along. In these subjects, leaders are not as clear about what pupils, including children in the early years, should know. This hinders teachers in their efforts to design learning that builds on what pupils know already. From time to time, it also prevents teachers from checking that pupils have understood earlier learning before they introduce new ideas. Consequently, pupils do not achieve as well as they should in these subjects.

Leaders have placed a high priority on ensuring that pupils learn to read well. Children in the early years begin to learn sounds and letters as soon as they are ready in the Nursery class. The programme for early reading sets out clearly what leaders want pupils to learn and when they should learn it. Pupils practise their reading with books that closely match their phonics knowledge to develop fluency and accuracy. Leaders have invested in high-quality books to encourage an interest in reading. However, a few older pupils do not benefit from the support that they need from staff to help them to catch up with their reading. These pupils lack confidence in reading.

Leaders plan carefully to provide opportunities for pupils to learn about equality. Pupils develop a strong understanding of the importance of respect for all.

Leaders ensure that pupils with SEND attend school regularly and that the needs of this group of pupils are identified early. Teachers have been trained to support pupils with SEND to access the same curriculum as their peers. For example, they are supported well with any behavioural and emotional difficulties. That said, some pupils with SEND do not receive the timely, additional support that they need to catch up with their learning.

Governors are proud to serve the school community and they want the best for pupils. Members of the governing body have supported leaders well through a challenging period. However, governors are not well informed about some aspects of the school's curriculum. This prevents them from holding leaders to account effectively for the quality of education that pupils receive.

Staff share leaders' ambitions for the pupils and the school. They said that leaders are approachable and considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are trained regularly to recognise the signs that could indicate that a pupil is at risk or suffering from harm. Staff have a clear understanding of how they should report concerns.

The safeguarding team uses its expertise and local knowledge well to leave no stone unturned when accessing support for vulnerable pupils and their families.

Leaders provide pupils with helpful guidance to help them to stay safe. This includes learning about online safety and about some of the features of healthy relationships such as consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, including in the early years, leaders have not clarified the essential steps of knowledge that pupils need to acquire to access future learning. This hinders teachers in designing learning that builds on what pupils already know. Leaders should ensure that subject leaders provide information to help teachers understand the important knowledge that pupils should acquire to make progress through the curriculum as intended.
- Occasionally, teachers do not check that pupils have a secure understanding of their previous learning before introducing new concepts. This means that pupils struggle to access new learning and ideas. Leaders should ensure that teachers are provided with sufficient guidance to check pupils' understanding and to make appropriate adjustments to the curriculum to meet their needs.
- Some pupils, including pupils with SEND, do not benefit from the additional support that they need to catch up with their learning, including in reading. Leaders should ensure that pupils are provided with the extra support they need to address any gaps they have in their knowledge, including in reading, so they can access the full curriculum and achieve well.
- The governing body is not sufficiently informed about some aspects of the school's curriculum. This means that governors are unable to challenge leaders about the quality of education for pupils as effectively as possible. Members of the governing body should ensure that they are better informed about the curriculum so they can provide informed support and challenge to school leaders.

How can I feed back my views?

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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	138784
Local authority	Manchester
Inspection number	10211691
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	604
Appropriate authority	Board of trustees
Chair of governing body	Kate Shaw
Principal	Matthew Carroll
Website	rpa.bright-futures.co.uk
Date of previous inspection	25–26 April 2018, under section 5 of the Education Act 2005

Information about this school

- Rushbrook Primary Academy is part of the Bright Futures Educational Trust.
- Since the previous inspection, there have been several changes to the leadership team, including the appointment of a new principal from September 2019.
- The school does not make use of 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the principal and other leaders. They also spoke with subject leaders and members of staff. The lead inspector spoke with two trustees of the multi-academy trust, including the chief executive officer. The lead inspector met with four members of the local governing body, including the chair of governors, and also met with a representative of the local authority.

- Inspectors observed pupils' behaviour in classrooms, during playtimes and lunchtimes and around the school. They spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and safety.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed documentation, checked attendance information and spoke to leaders, governors and pupils.
- Inspectors carried out deep dives in early reading, mathematics, English, geography, science and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and reviewed samples of pupils' work. The lead inspector also observed pupils reading to a familiar adult. Inspectors also considered aspects of a number of other subjects on the school's curriculum.
- Inspectors spoke to parents and considered the views of parents and carers shared through Ofsted Parent View. This included the comments received via the free-text facility. They also reviewed the responses to Ofsted's surveys for staff and pupils.
- Inspectors considered a range of documentation shared by school leaders, including the MAT scheme of delegation, the school development plan, the minutes taken at governors' meetings and leaders' self-evaluation document.

Inspection team

Janette Walker, lead inspector	Her Majesty's Inspector
Collette Mather	Ofsted Inspector
Sue Dymond	Ofsted Inspector
Andy Hunt	Ofsted Inspector

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Inspection of St John Bosco RC Primary School

Hall Moss Road, Blackley, Manchester M9 7AT

Inspection dates: 29 and 30 March 2022

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

Good

What is it like to attend this school?

Pupils, including those with special educational needs and/or disabilities (SEND), enjoy all that this school has to offer. They take part enthusiastically in a range of clubs. This helps pupils to improve their physical health and discover new interests such as animation skills. Pupils in the choir are looking forward to performing in a national singing event.

Pupils know how leaders expect them to behave. Pupils' behaviour has improved over time. They behave well. Pupils are happy in school. They learn in calm, orderly classrooms and they enjoy active play times.

Pupils said that bullying occasionally happens. Despite this, they feel safe in school. They know that any bullying incidents are dealt with well by staff and are seldom repeated. Leaders and staff take good care of pupils. They provide high-quality emotional support for pupils who need it.

Leaders have raised their expectations of how well pupils should achieve. They have improved the curriculum in some subjects. Pupils learn better than they did in the past. However, leaders' development of the curriculum in several other subjects, including in the early years, is still at an early stage. Pupils do not achieve as well as they should in these subjects.

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

Against the backdrop of the COVID-19 pandemic and high staff turnover, leaders have carefully considered the order in which to make improvements at the school. They have focused their attention on strengthening the curriculum in subjects such as English and mathematics. Pupils' achievement in these subjects has improved. Leaders have also focused on improving the early years provision. However, the changes that leaders have made in the early years are not replicated fully across both the Nursery and Reception classes. Children in the Nursery Year are not as well prepared for their next stage as they need to be.

Leaders have introduced well-ordered curriculums in some subjects. They have trained teachers to deliver these curriculums well. This includes teachers who are new to teaching. Teachers understand the importance of finding out what pupils already know in these subjects before moving on to new learning. Teachers use assessment strategies well to plan the next steps of learning.

In several other subjects, leaders' work to improve the curriculum is in its infancy. Leaders have not finalised the key knowledge that pupils should learn and the order in which it should be taught. They have not supported teachers to develop their knowledge of these subjects. Consequently, teachers do not always design appropriate learning to help pupils to develop a rich body of knowledge. This means that pupils, including those with SEND, struggle to make links with what they know

already. This hampers their achievement and, on occasion, causes some pupils to lose interest in their learning. That said, in most lessons pupils listen respectfully and have positive attitudes towards their learning. They learn without disruption.

Reading is a high priority. The early reading curriculum is delivered well by well-trained teachers. Children learn about the sounds that letters represent as soon as they enter their Reception Year. Leaders keep a close check on pupils' progress in phonics. They ensure that pupils read books that match their phonics ability. Adults provide extra support for pupils who need to catch-up. They help younger pupils to develop confidence and fluency. However, teachers do not develop children's language and communication skills in the early years consistently well.

Teachers share high-quality texts with pupils. They take a genuine interest in what pupils read. For example, they challenge pupils to read books by a wide range of respected authors. Pupils develop into keen readers. They excitedly read books for pleasure and to broaden their general knowledge.

Leaders have ensured that staff have the expertise to identify pupils with SEND accurately. However, leaders have not provided staff with the training that they need to put effective support in place for these pupils. This hinders how well pupils with SEND, including children in the early years, progress through the curriculum.

Leaders' work to promote pupils' personal development is strong. Pupils spoke positively about the support that they receive in school, including for their mental health. Pupils think of others. They readily donate money and gifts to those less fortunate than themselves. Pupils are keen to play their part in the school community. They are proud to represent their classmates on the school council and to act as eco-councillors, reading buddies and digital leaders. Older pupils enjoy debating and discussing issues such as equal rights. They are taught to respect other people's opinions and viewpoints.

Governors have strengthened their knowledge of the school. They understand what is going well and what still needs to improve. They increasingly offer leaders well-informed support and challenge as a result. Governors recognise that the pace of curriculum improvement has increased the demands placed upon leaders and staff. That said, staff morale is high. Staff appreciate the support given to them to manage their workloads.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that school staff have the appropriate expertise to keep pupils safe. Staff, including those who are new to the school, know how to identify when pupils are at risk of potential harm. They know how to record and pass on their concerns. Leaders work effectively with a range of agencies to support families and protect pupils.

Pupils understand the potential risks when they use technology. They know what makes a positive friendship both online and offline. Older pupils deepen their understanding of healthy relationships. They know that they should speak out if they are made to feel uncomfortable by other pupils or adults.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In several subjects, leaders have not determined the essential knowledge that pupils need to know and the order in which this should be taught. Consequently, pupils do not have secure knowledge on which to build as they move through year groups. Leaders need to rapidly review the curriculum for these subjects to ensure that key knowledge is clearly defined and that this content is well ordered.
- Leaders have not provided staff with enough guidance to deliver the curriculum well in several subjects. In these subjects, leaders have not ensured that pupils benefit from a curriculum that helps them to build up a rich body of knowledge. As a result, pupils' achievement across subjects and year groups is uneven. Leaders should ensure that staff are well trained to support pupils, including pupils with SEND, to know and remember more. This is particularly significant given the number of teachers who are at the early stages of their teaching careers.
- The curriculum in the early years is in the early stages of development and implementation. Leaders have not ensured that all staff are clear about what key knowledge children should have at different points in the Nursery and Reception Years. In particular, children across the early years are not developing their language and communication skills equally well. Leaders need to make sure that staff know what learning to focus on so that children, including those with SEND, are well prepared for Year 1.

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	105530
Local authority	Manchester
Inspection number	10212217
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	234
Appropriate authority	The governing body
Chair of governing body	Lorraine McCauley
Headteacher	Maggie Johnson
Website	www.st-johnbosco.manchester.sch.uk
Date of previous inspection	2 May 2019, under section 8 of the Education Act 2005

Information about this school

- Since the school was last inspected there have been significant changes in staffing, including the appointment of a new headteacher and deputy headteacher. Several of the newly appointed staff are at the early stages of their teaching careers.
- This school belongs to the Diocese of Salford. Its last section 48 inspection took place in March 2020.
- Leaders do 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 that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other school leaders and members of staff. Inspectors spoke with a group of governors, including the chair of the governing body. Inspectors also met with representatives of the local authority and the Diocese of Salford.
- Inspectors checked the arrangements for keeping pupils safe. They looked at a range of documentation and spoke to leaders and staff. Inspectors also spoke to pupils about how safe they feel in school.
- Inspectors carried out deep dives in early reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, looked at samples of pupils' work, held discussions with teachers and talked with pupils. Inspectors also spoke to leaders about the curriculum in other subjects. They looked at samples of pupils' work and spoke to pupils about their learning in these subjects.
- Inspectors observed pupils' behaviour in lessons and at lunch and break times. They spoke with groups of pupils about their experiences at school. Inspectors also considered the views of pupils shared through Ofsted's online survey for pupils.
- Inspectors spoke with staff about their workload and well-being. Inspectors also considered the views of staff shared through Ofsted's online survey for staff.
- Inspectors spoke with parents and carers as they dropped their children off at school. They considered the responses to Ofsted Parent View. This included the free-text responses.
- Inspectors considered a range of documentation shared by school leaders, including the school development plan, minutes from meetings of the governing body and leaders' self-evaluation document.

Inspection team

Jackie Stillings, lead inspector

Her Majesty's Inspector

Jean Tarry

Ofsted Inspector

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Inspection of St Mary's RC Primary School Manchester

Clare Road, Levenshulme, Manchester M19 2QW

Inspection dates: 4 and 5 May 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils at St Mary's flourish in an environment where they feel safe and happy. Their thirst for knowledge helps them to develop into committed and curious learners. Pupils are confident and articulate when expressing their thoughts and ideas to others. All staff have very high expectations for pupils to be successful. Pupils rise to the challenges that their teachers set for them, both academically and socially. They achieve very highly. Relationships between adults and pupils are exceptionally strong.

Pupils' behaviour is exemplary. They show great consideration and politeness towards others. Bullying is not tolerated. Pupils are confident that staff would deal with any incidents swiftly. One pupil's comment summed up the views of many when they stated, 'St Mary's is a heart-warming place. Anyone gets help if they need it.'

Pupils are proud to be part of this special community. They benefit from a wealth of experiences which helps to develop pupils into well-rounded citizens. They relish the opportunity to come together to celebrate events such as the annual, local lantern parade. Pupils also work with the local food bank and support recycling within the community. They enjoy a wide range of trips linked to their learning. These include theatre trips, art exhibitions, visits to Parliament and residential trips.

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

Leaders provide a highly effective curriculum from the early years to Year 6. In all subjects, they have thought carefully about the key knowledge that they want pupils to learn and when they should learn it. This helps pupils to achieve exceptionally well in all subjects. The provision in the early years is excellent. Children become confident and inquisitive learners. They are exceptionally well prepared for key stage 1.

Staff receive highly effective training to deliver the curriculum. This helps them to make sure that pupils develop their understanding in logical, manageable steps. This is because their learning of complex ideas is broken down into smaller steps. Staff are confident and skilled in teaching all subjects. They check pupils' prior knowledge often and new learning builds on what pupils already know. As a result, pupils understand how previous learning is relevant to their current learning. For example, in Spanish, pupils develop a secure understanding of grammar before they begin to write in Spanish by the end of key stage 2.

Leaders have made reading a high priority. Children begin their reading journey in the Nursery Year. Here, staff ensure that children listen to stories and learn rhymes and songs, as well as hear new vocabulary. This continues into the Reception class where children learn letters and sounds. Pupils are supported to read with books that closely match the sounds that they are learning. Teachers across the school readily promote a love of reading. Pupils eagerly talk about their favourite books and a wide range of authors. Teachers and other staff support any pupils who have

fallen behind to catch up quickly. By the time pupils leave the school, the vast majority become confident and fluent readers.

Staff know pupils well. They identify any pupils who may have special educational needs and/or disabilities (SEND) quickly and accurately. When appropriate, leaders engage with outside agencies to help ensure that all pupils with SEND can access the same curriculum as their peers. Staff keep parents regularly informed about their children's targets and progress. These pupils are supported and challenged to achieve exceptionally well.

The school is a settled and calm environment. Excellent relationships between pupils and staff help to maintain this environment in all parts of the school. Pupils have a positive attitude to their learning. When they are learning, they work exceptionally well, including with each other. Everyone can learn without disruption.

Leaders have a strong focus on pupils' personal development. They ensure that pupils have as broad and rich an experience as possible. The outdoor grounds are used exceptionally well. This area has been well thought out to give pupils wider experiences which help to develop resilience and perseverance, such as when climbing. The COVID-19 pandemic halted some clubs and trips, but these have now resumed. There are numerous sports clubs, as well as other popular clubs such as those for computing and music. Pupils have many opportunities to take on responsibilities and take great pride in the roles that they have. These include being prefects, litter pickers, digital leaders and reading buddies for younger pupils.

Staff said that leaders consider their workload and well-being carefully. Staff appreciate the regular training opportunities made available in school and the federation.

Leaders throughout the school are focused on achieving the best possible outcomes for children in the early years and pupils across the rest of the school. Governors and trustees are very knowledgeable about the school, for example the quality of education offered to pupils. They offer leaders support but are also ready to challenge when necessary.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. All staff know how to identify and report any concerns. Leaders follow up on any concerns quickly. They work effectively with external agencies and supportively with parents and carers when required. Leaders update staff regularly on any changes to safeguarding practice. Staff know the risks that children may face, including when pupils use the internet.

The curriculum successfully teaches pupils about keeping safe. From an early age, pupils learn how to report any worries that they may have. They learn where they can go for help.

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School details

Unique reference number	105534
Local authority	Manchester
Inspection number	10200837
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	351
Appropriate authority	The governing body
Chair of governing body	Rebecca Kennedy
Headteacher	Mylene McGuire (Executive Headteacher)
Website	www.stmaryslevenshulme.org.uk
Date of previous inspection	21 November 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders use one registered alternative provider.
- The school's most recent section 48 inspection was in June 2015.

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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in the following subjects: early reading, English, mathematics, science and physical education. As part of the deep dives, inspectors met with leaders to discuss curriculum plans, visited lessons with senior leaders, met with teachers and looked at pupils' work. They also looked at the curriculum and pupils' work in art and design, history and modern foreign languages. Inspectors met pupils from the lessons visited and looked at their

work. They met with the teachers from the classes visited. Inspectors listened to pupils reading.

- Inspectors looked at the single central record and checked the school's systems for monitoring and reporting safeguarding concerns. They also met with the designated safeguarding lead.
- Inspectors met with the special educational needs coordinator to help evaluate provision and practice for pupils with SEND in the school.
- Inspectors spoke with a range of staff and pupils to find out what it is like to be a pupil or to work in this school.
- Inspectors met with a representative group of governors.
- Inspectors reviewed key documents, including the school's self-evaluation form, school action plans and monitoring records.
- Inspectors checked all survey responses, including those from pupils, staff and parents. This included taking into account responses to Ofsted Parent View. They also met with parents before and after school.

Inspection team

Simon Hunter, lead inspector	Her Majesty's Inspector
Aleksandra Hartshorne	Ofsted Inspector
Joan Williamson	Ofsted Inspector

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Title	Ofsted Subgroup
Membership 2022/2023	Membership to be confirmed
Lead Executive Member	Councillor Bridges - Executive Member for Children's Services
Strategic Director	Paul Marshall - Strategic Director of Children and Education Services
Lead Officers	Amanda Corcoran – Director of Education Liz Clarke - Senior Schools Quality Assurance Officer Sean McKendrick - Deputy Director of Children's Services
Contact officer	Rachel McKeon – Governance and 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	27 July 2022 Further dates to be confirmed

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

Wednesday 27 July 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.	Andrea Daubney 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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