

# Manchester Health Academy

Moor Road, Wythenshawe, Greater Manchester, M23 9BP

**Inspection dates** 6–7 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses.

- Achievement is inadequate. From their starting points in Year 7, in too many subjects, students do not make enough progress
- Despite an improvement, students' literacy and communication skills are not developed well enough to enable them to express their ideas clearly. Presentation skills are often poor.
- Those students who are eligible for support through the pupil premium funding make less progress and reach lower levels of attainment than those who are not eligible for this support. The gaps between the achievement and standards of the two groups are not closing.
- Teaching over time is inadequate. Not all teachers use assessment information accurately enough in order to plan activities which meet students' needs. Teachers do not always have high enough expectations of what students can achieve.
- Students are not given enough opportunities to be active and independent in their learning, and too many are passive in lessons. They are rarely encouraged to respond to the marking and feedback given to them by their teachers about how to improve their work.
- Although exclusion rates have reduced, they are still higher than the national average.
- Although a number of actions are in place to bring about improvements, academy leaders do not monitor outcomes closely enough to check that the actions are working.

### The school has the following strengths

- The sixth form is good. Students there achieve well due to an appropriate curriculum, good teaching and effective leadership.
- Achievement in English has improved significantly over the last three years and achievement in mathematics has improved in the last two years, both a result of high quality leadership and raised expectations.
- Students behave well around the academy, are courteous and considerate and feel safe.
- With the arrival of the new principal, who has a clear and accurate view of the academy's areas for improvement, leaders and governors have introduced a number of strategies which are improving teaching and achievement.

## Information about this inspection

- Inspectors observed parts of 29 lessons taught by 29 different teachers. One of these lessons was observed jointly with a member of the senior leadership team.
- Inspectors observed students' behaviour around the academy. They talked to students informally about their learning, as well as holding more formal meetings with groups of students from each key stage.
- Meetings were held with senior and middle leaders, members of the teaching staff, as well as with representatives from the sponsors and the governing body.
- The views of 11 parents who responded to the on-line parent questionnaire (Parent View) were taken into account, alongside views expressed in other surveys undertaken by the academy. Inspectors also considered responses to a staff questionnaire.
- The inspection team examined a range of documentation, including data about students' achievement from internal tracking systems and analysis provided by school leaders. Inspectors also scrutinised leaders' monitoring records, including outcomes of lesson observations, as well as information relating to attendance, safeguarding and behaviour.

## Inspection team

Christine Birchall, Lead inspector	Additional Inspector
Christine Addison	Additional Inspector
Janet Peckett	Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- This is a much smaller-than-average-sized secondary school. It has a sixth-form provision which currently caters for 35 students. The overwhelming majority of students is of White British heritage.
- The proportion of students for whom the academy receives the pupil premium is well-above average. The pupil premium is additional funding provided for students who are known to be eligible for free school meals, the children of service families, and children who are looked after.
- The proportion of students supported through school action is above the national average.
- The proportion of students supported at school action plus or with a statement of special educational needs is above the national average.
- The academy makes use of the pupil referral unit to provide alternative provision for a very small number of students.
- A new principal and a new vice-principal took up post in September 2013.
- The academy receives support for leadership and management from its principal sponsor, the Central Manchester University Hospitals NHS Foundation Trust, and its co-sponsors, Manchester City Council and The Manchester College. The academy has specialisms in health and sports science.
- The academy meets the government's current floor standards, which is the minimum level expected for students' attainment and progress.

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

- Improve the quality of teaching so that it is at least good and so all groups of students, especially those who are supported through the pupil premium, make at least good progress across all subjects and key stages, by:
  - ensuring that all teachers use the available information about how well students are achieving to provide activities which engage well and meet the needs of all students
  - ensuring that the strategies for improving the literacy and communication skills of students are consistently applied by all teachers and embedded across all subjects, and that all teachers have high expectations of how students should present their work
  - ensuring that teachers direct the work of teaching assistants effectively, so that lower-ability students make good progress
  - ensuring that teachers use questioning effectively to check students' learning and challenge their thinking
  - raising students' self-esteem and confidence so that they are more involved in, and responsible for, their own learning by providing them with more opportunities to work independently
  - providing opportunities for students to respond to teachers' marking and feedback
  - ensuring that opportunities are taken to share the good and outstanding practice in the academy.
- Reduce further the rates of student exclusions so that they are at least in line with national averages.

- Improve leadership and management, including governance, by:
  - ensuring that all improvement actions are closely monitored to check that they are having the desired impact
  - raising teachers' expectations of what students can achieve by embedding the new target-setting systems, and ensuring the accuracy of the data collected by teachers
  - broadening the range of evidence which leaders take into account when making judgements about the quality of teaching, to include scrutiny of students' work and evidence of students' achievement
  - embedding the new line-management structures and strategies so that senior leaders are effective in holding teachers and middle leaders to account
  - ensuring that governors have sufficient information to monitor the impact of performance management targets and of the pupil premium funding
  - undertaking an external review of governance, to include a specific focus on the academy's use of the pupil premium, in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Students' achievement is inadequate because, regardless of their ability or starting points, by the time they leave the academy they do not reach high enough standards, or make enough progress in a number of subjects including history, science, and design technology. With the exception of English and mathematics, students' underachievement is not identified or addressed quickly enough because of inaccuracies in the data collected.
- Gaps between the achievement of students who are eligible for support through the pupil premium, and those who are not, are too wide and show no signs of closing. In mathematics in 2013 for example, all students who were not eligible for support through the pupil premium made at least expected progress, while only half of students who were eligible for the funding did so. At GCSE in English and mathematics, the attainment of students who are supported by pupil premium funding is typically one grade lower than of those who are not.
- Despite an increased focus on literacy in the academy, weak literacy and communication skills still hinder students' progress in a range of subjects. Students struggle to express their views orally and the quality of the written work of many students is a barrier to reaching higher levels of attainment. Presentation in books is frequently poor. Students with low reading ages are identified when they join the school and are provided with additional support and are supported through Year 7 catch-up funding, but leaders do not check rigorously enough that the additional support is working.
- The achievement of disabled students or those with special educational needs requires improvement overall. There are wide differences in attainment between the different groups of students and between these students and those who do not have special educational needs. Overall, however, a larger proportion of students with special educational needs make expected progress from their starting points than those without special educational needs.
- Achievement in English has improved over the last three years. The proportion of students making and exceeding expected rates of progress is in line with the national average. This is a result of effective leadership of the English department, challenging target setting, and extra support for those students at risk of underachieving. Achievement in mathematics is also improving, although there is more variation in the achievement of different groups of students. Some use has been made of early entry to GCSE examinations, but this has not hindered students' progress.
- Achievement in the sixth form is good. The sixth form offers a very specialised curriculum which focuses on health and sports science for a very small number of students, but matches their needs well and ensures that they have the skills they need to progress to higher education or employment.

### The quality of teaching

### is inadequate

- Although examples of good and outstanding teaching were observed during the inspection, teaching over time is inadequate because it has failed to meet the needs of students in too many subjects or to ensure that they have made sufficient progress.
- In too many lessons, teachers assume that all students are starting from the same points and, therefore, do not provide different activities which meet the needs of the full range of students in the class. As a result, less-able students struggle to understand what is expected of them, while the most-able are insufficiently challenged.
- Teachers do not always plan carefully enough to ensure that activities build on each other to develop progress. Tasks are often repetitive or unchallenging. In some lessons, students are given a range of possible starting points, but are left to choose for themselves which is the most appropriate starting point for them. They do not always choose the activity which is challenging enough.

- Teachers do not always use questioning sufficiently well to probe and develop learning. For example, some teachers are too quick to accept the first answer offered by students rather than searching for more in-depth responses or asking further questions to explore misconceptions. In too many lessons, teachers' questioning does not include enough students and students are allowed to be passive or to become disengaged. There are too few opportunities for students to pursue independent learning activities.
- Teachers do not consistently provide students with opportunities to develop their communication or literacy skills. While most teachers correct students' punctuation, not enough attention is given to enabling students to construct clear sentences or developing written answers.
- Teaching assistants and additional adults in classrooms are not always given sufficient guidance by teachers about which students they should be supporting and how. As a result, support for the less-able students is not as effective as it should be in some lessons.
- Although teachers mark work regularly, they do not routinely give students enough opportunity to respond to their comments or to correct and improve their work. Although students know their targets, they are not always clear about precisely which steps they need to take to improve.
- Where teaching is good or better, teachers know students well and take regular opportunities to review how well students are learning, and to make adjustments to teaching and activities in response. Students are provided with opportunities to solve problems, and to evaluate their own and each other's work. Activities are planned and resourced well, and lessons move at a brisk pace. In English, in particular, teachers ensure that students benefit from highly effective programmes of support that help to raise their achievement.

### **The behaviour and safety of pupils**

### **requires improvement**

- Although students, parents and teachers report that behaviour has improved significantly, overall students' behaviour requires improvement because they are not always actively engaged or involved in their learning. In some lessons, when activities do not fully meet their needs, there is evidence of low-level disruption.
- Attendance has improved significantly in recent years and is now broadly average. Because behaviour is now more effectively managed, the number of exclusions has reduced significantly, but is still above average. Students have positive attitudes to school and report that they feel safe and well looked after by their teachers and other adults. They say that incidents of bullying are rare, and firmly dealt with. Students understand the different forms that bullying may take, including homophobic bullying. They say that there is the occasional use of homophobic language in the academy, but that there is a 'no tolerance' approach to it.
- Behaviour around the academy and in the dining hall was observed to be calm and orderly. Students report that this is typically the case.
- Around the academy, students behave well and are courteous and considerate. They responded well to the inspectors, and were keen to answer all questions positively and to speak highly of their academy and their teachers. They are given a number of opportunities to contribute to the academy community, for example by meetings with leaders to discuss how to improve the academy.

### **The leadership and management**

### **requires improvement**

- Where leaders have focused their attention, for example on English, mathematics, behaviour and attendance, they have brought about significant improvement. However, the focus on wider aspects, such as achievement in subjects other than English and mathematics, and the development of good attitudes to learning is relatively new, and is yet to have an impact.
- Although leaders have an accurate understanding of the strengths of the academy, actions to bring about improvements are not yet monitored rigorously enough to check that they are having an impact. For example, leaders spend the pupil premium funding in a range of ways,

and are confident that students' well-being and self-esteem has been improved, but they have not evaluated the impact on students' achievement.

- An appropriate range of professional development opportunities is in place to ensure that teachers can improve and develop their skills. This does not, as yet, maximise opportunities to share the good and outstanding practice which already exists within the academy.
- There are now robust systems in place for the performance management of teachers, although there is still some variation in the rigour and challenge of the targets set. For instance, there is evidence that teachers have not progressed through the pay scales when their performance has not been good enough, but also that some have been moved on when they have been consistently unable to improve students' achievement. Leaders do not use a sufficiently wide range of evidence when they make judgements about the quality of teaching.
- Equal opportunities are not promoted effectively enough because the gaps between the achievements of different groups of students are too wide. Leaders have appropriate plans in place to develop the curriculum so that it meets the needs of all learners. There is a wide range of extra-curricular activities which contributes well to students' social, moral, cultural and spiritual development. However, teachers frequently miss opportunities to promote social, moral, cultural and spiritual development in lessons. The academy's specialism and support from the sponsors is very effective in promoting students' health and well-being and raising self-esteem.
- The new principal has been quick to build on previous successes and has introduced a number of changes to secure improvement. He has restructured the leadership team to ensure that roles and responsibilities are clear, and has developed new line-management structures so that all leaders and teachers can be held to account. These are still embedding. A new and more robust system has been introduced for tracking how well students are achieving in all subjects. Barriers to progress have been removed. For example there are new leaders in some underperforming subjects and some courses, such as science, have been restructured. A more rigorous approach to target setting has been introduced to raise teachers' expectations and aspirations for what students can achieve.
- **The governance of the school:**
  - The sponsors and governors are very supportive of the academy and the principal. They are well aware of the areas of underperformance in the school, and have supported leaders in making the changes to subject leadership which have been needed to bring about improvements. Since the new principal took up post, new systems have been introduced to develop governors' knowledge of the academy so that they are in a strong position to question and challenge. Governors are now clearly linked with each aspect of the academy's work and self-evaluation. They have also attended an in-house seminar where different leaders have presented a range of information about the achievements in different subjects and for different groups of students. However, although they monitor the link between teachers' performance and progression through the pay scale, governors do not monitor closely enough how well performance management targets are used to improve teachers' skills. They know how the pupil premium funding has been spent, but do not check frequently enough whether it is having a real impact on students' achievement. All safeguarding requirements are met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	135875
<b>Local authority</b>	Manchester
<b>Inspection number</b>	426195

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

<b>Type of school</b>	Secondary
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	510
<b>Of which, number on roll in sixth form</b>	35
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Cain
<b>Principal</b>	Damian Owen
<b>Date of previous school inspection</b>	17 January 2012
<b>Telephone number</b>	0161 9983992
<b>Fax number</b>	0161 9985144
<b>Email address</b>	admin@manchesterhealthacademy.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

