

Manchester Settlement

New Roundhouse, 1328–1330 Ashton Old Road, Openshaw, Manchester, Lancashire, M11 1JG

Inspection dates	10–12 December 2013	
Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Adequate	3
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

Summary of key findings

This school is good because

- Students achieve well and make good progress as a result of good teaching.
- The curriculum is good; it is broad and balanced and gives students good grounding in all of the required areas of learning, especially English and mathematics.
- Provision for students' welfare, health and safety is good. Robust policies and procedures are implemented effectively to ensure that students are kept safe at all times.
- Leadership and management is good; senior leaders lead a drive to secure positive benefits for students. As a result, leaders have ensured that teaching is good and that students achieve well and make good progress.

It is not yet outstanding because

- Behaviour and personal development is only adequate; minor incidents of misbehaviour in some lessons distracts students and causes them to lose concentration. This has a negative impact on learning.
- Systems to manage behaviour when it is most challenging are not always effective.
- Students do not have enough opportunities to contribute to the running of the school.
- The new system for tracking and monitoring students' achievement and progress is not yet firmly embedded; as a result, teachers do not always have enough information to ensure that students are consistently challenged to achieve their best.
- Teachers are not consistently challenged by senior leaders to improve their teaching.

Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with a full day's notice.
- The inspector observed seven lessons taught by four different teachers. The inspector looked at students' work and held meetings with the proprietors, senior managers, teachers and students.
- The inspector looked at the school's documentation including schemes of work, teachers' planning, records of students' progress, assessment records and records pertaining to the professional development of staff. He checked the school's compliance with the regulations for independent schools.
- The inspector took account of the views expressed in 11 questionnaires returned by staff, one from a partner school and 26 completed by students.

Inspection team

Chanan Tomlin, Lead inspector

Additional Inspector

Full report

Information about this school

- Manchester Settlement School is a mixed, independent, secondary, day special school owned by Manchester Settlement which is a charitable organisation set up in 1895 by the University of Manchester 'to address the effects of disadvantage and poverty in East Manchester.' The proprietor of the school is the manager of the charity.
- The school is situated in the urban area of Openshaw; it moved to purpose-built premises in May 2009 and was registered in July 2009. The school shares the site with a number of partners including the post-16 Manchester College and a housing association.
- The school admits students from 13 to 16 years of age who have behavioural, emotional and social difficulties and have been excluded from mainstream education. There are currently 22 students on roll of whom two are looked after by the local authority. None of the students has a statement of special educational needs.
- The school is an alternative provider to mainstream education; students are enrolled in the school full time but remain on the roll of their placing secondary school as well.
- The school uses alternative provision for physical education at local leisure centres.
- The school aims:
 - 'to address the specific personal and social needs of young people through sessions like communication, conflict resolution and emotional literacy, as well as accredited courses delivered by a team of experienced teachers and youth workers dedicated to engaging young people in danger of underachieving.'
- The school's last inspection was in June 2010.

What does the school need to do to improve further?

- Enhance opportunities to promote students' personal development by:
 - identifying more effective ways of getting all students to engage more fully in learning and to respond more positively to what is offered to them.
 - providing more opportunities for students to contribute to the running of the school.
- Further improve the quality of teaching and learning by:
 - establishing better systems to manage behaviour when it is most challenging
 - fully embedding the new system for tracking students' achievement so that all teachers can use the information gathered to ensure students are always challenged to achieve their best.
- Improve the curriculum by developing the provision for personal, social and health education (PSHE) so it helps to ensure that students accept responsibility for their behaviour at all times.
- Improve the provision for students' welfare, health and safety by ensuring that the behaviour policy is always implemented effectively.
- Increase the impact of of leaders and managers in further improving the quality of teaching by:
 - ensuring the feedback from lesson observations consistently challenges teachers to improve their teaching
 - ensuring that governors take part in lesson observations so they can gain first-hand knowledge of teaching and learning to better challenge senior leaders to improve it.

Inspection judgements

Pupils' achievement

Good

Achievement is good as a result of good teaching and a good curriculum. Students join the school with low levels of attainment and poor attitudes towards learning. Considering their starting points, most students make at least the expected progress over time in all subjects and many exceed this outcome. Since the last inspection, most Year 11 students took GCSE courses in English and mathematics; and a very few entered for English literature and religious education. Some students achieved C grades but many at least a grade from D to G. Considering their abilities and disrupted backgrounds in education, most achieved more than was expected, resulting in good progress. Last year, students took BTEC courses in information and communication technology (ICT), sport, health and social care and science and functional skills courses in English and mathematics. All students achieved good grades in these courses; most exceeding expected progress. Almost all students continue on to further education, training or apprenticeships when they leave school; many to Manchester College with which the school has developed a strong partnership.

Students acquire knowledge quickly and are secure in their understanding of different subjects. They are motivated and interested in a broad range of activities and develop and apply a good range of skills well; their attitudes towards learning improve whilst they are at school. As a result, they take responsibility for tasks and develop skills for the future well. The school places good emphasis on English and mathematics. As a result, students achieve well and make good progress in reading, writing, mathematics and communication and are therefore well prepared for the next stage in their education. Students with special educational needs make good progress in their levels of confidence and concentration and those that are more able are challenged appropriately to ensure that they too achieve well and make good progress. Since the last inspection there have been no disabled students or those learning English is an additional language in the school. The school has however policies in place to ensure that these students can achieve well.

Pupils' behaviour and personal development

Adequate

Students' behaviour and personal development is adequate. Behaviour in lessons varies according to the teacher and year group. In some good lessons, behaviour is good and this contributes to a productive learning environment where students are engaged and maintain concentration. During lessons where teachers' expectations for good behaviour are lower, behaviour is only adequate and sometimes minor disruptive behaviour occurs resulting in disengagement and slower progress for some. Despite occasional disruptions, students develop good attitudes towards learning and this contributes to the good achievement and progress of most. Overall, behaviour in corridors and during breaks is adequate but some students become rather boisterous. Students are aware of the different forms of bullying; they say that bullying is rare and if it does occur, is dealt with swiftly and appropriately. Students say that they feel safe in school. The school makes every effort to encourage good attendance and attendance is steadily improving. The school day and lessons start punctually.

Provision for students' moral and social development is good; spiritual and cultural development is less well developed and is only adequate. Students have opportunities to grow in self-esteem and self-confidence through celebrating their academic achievements and through the constant support and encouragement of staff. Members of the students' council help senior leaders choose weekly outings which are rewards for good effort and achievement. However, students have little say in the running of the school in other ways. Staff uphold a moral high ground; they encourage students to interact in socially acceptable ways and to be careful about their speech and actions. As a result, students become more aware of other people's needs and how to become well-rounded individuals capable of making reasoned judgements. Students learn about aspects of spirituality through discussions with teachers especially during personal, social and health education (PSHE), through art and experiencing the world of nature during trips outdoors. They

learn about their own culture and public institutions and services through English and citizenship; this enables them to develop the attitudes and qualities that will help them contribute to British society in the future. There is no evidence that students are taught issues of a political nature in an unbalanced way. Students develop an understanding and respect for all people when they learn about other religions and cultures during PSHE, art and trips including visits to places of worship.

Quality of teaching

Good

Teaching is good; as a result, most students, including those with special educational needs achieve well and make good progress. Teachers expect students to achieve well and communicate these expectations to students consistently. They plan lessons well enabling students to develop their knowledge, skills and understanding in all areas of study including reading, writing, communication and mathematics. Teachers carefully observe the ways that students respond to what is being taught; they question and challenge students skilfully, often reshaping tasks and explanations to ensure that all students understand and can make good progress in their learning. Teachers create an atmosphere that is conducive to learning where most students are interested and maintain concentration. Sometimes, students present very challenging behaviour. Most teachers, together with their assistants and senior staff manage disruptive behaviour effectively. However, when it is especially challenging, it is sometimes managed less well.

Lessons observed during the inspection were well paced and involved a good range of resources. An example of this was a science lesson on energy where the teacher and students built basic generators with a range of materials. Lessons are lively and interactive and students are encouraged to work independently. Teachers employ effective teaching strategies; support and intervention for all students, including for the most and least able, to meet their individual needs. Students acknowledge that teachers provide good support especially when they have gaps in their learning and need to catch up. During the inspection, one student said that 'teachers are nice!' another said that 'teachers are one of the strengths of the school'.

Teachers mark work carefully ensuring that achievement is acknowledged whilst pointing out areas that need to improve. In addition to examinations for accredited courses, students are tested regularly in all subjects. This helps teachers gauge progress and plan future lessons effectively. The school has recently introduced a system for tracking and monitoring students' achievement and progress. This system is mostly but not yet fully embedded. As a result, teaching and learning is not outstanding because not all teachers have a fully precise picture of rates of achievement for all individual students and this limits the quality of some lesson planning.

Quality of curriculum

Good

The curriculum is good. It provides students with good opportunities to achieve well and make good progress in all subject areas and especially in developing their reading, writing, communication and mathematics skills. The curriculum is broad and balanced; students are provided with good experiences in all of the required areas of learning and are encouraged to take GCSE and other accredited courses that provide them with a firm basis in basic skills such as English, mathematics, ICT and science. The curriculum is well organised and planned for good progression from one competency to another. It is supported with detailed schemes of work and planning that show how students of all ages and abilities are to be challenged and supported.

Students are well prepared for their future economic well-being through a strong emphasis on English, mathematics and accredited courses. They receive careers guidance from teachers, a Connexions PA, staff from Manchester College and a welfare advisor attached to Manchester Settlement. Overall, education for PSHE is good. This contributes to students developing a good understanding of themselves and people around them. However, it is less effective in ensuring that students accept responsibility for their behaviour at all times. Extra-curricular activities for enrichment are good and are well-suited to students' interests. These are thoroughly enjoyed by

students and include an exhibition of students' photographs last year, a yearly residential trip, organic farming, visits to museums and a good range of sporting activities. Physical education takes place at local leisure centres that are well-equipped to meet the interests of students. The school arranges exciting trips and activities every Friday to reward students for good effort and achievement. These include the cinema, eating establishments, go-carting and ice skating.

Pupils' welfare, health and safety

Good

Provision for the welfare, health and safety of students is good and all of the independent school standards are met. The school has established policies and procedures that are in keeping with current legislation and national guidance, are reviewed regularly and are implemented effectively. These include policies for bullying, health and safety and first-aid. During this inspection, a small number of very minor omissions were found in some policies; these were brought to the attention of senior leaders and were rectified immediately. The school has a policy to promote good behaviour but it is occasionally not implemented effectively. As a result, conduct during a few lessons is not always good. When lessons are disrupted, some students lose concentration and find it difficult to engage.

Arrangements for safeguarding are robust, are reviewed regularly and the school implements its child protection policy effectively. All staff and the proprietors have received enhanced clearances through the Disclosure and Barring Service to work with children; these and all other required checks are included in a comprehensive single central register. The designated person for child protection and all staff have attended the required training at the required levels. Arrangements for the recruitment of new staff are robust and ensure that they are well-aware of child protection procedures before they commence work. The school has a good level of fire safety. A detailed risk assessment is in place and equipment is checked regularly. Fire drills are regular events that are recorded appropriately. Risk assessments for the premises and school trips are detailed.

Staff are committed to ensuring that students are well-cared for at all times and undertake a good range of training related to health and safety; a number of staff are trained in first-aid. The school works well with parents, carers and other agencies to ensure that students are always safe. Supervision around school and on trips is consistently good. Students agree that they feel safe and well cared for and that bullying rarely occurs. Students learn about healthy lifestyles through PSHE and physical education; they also take part in a 'Healthier Food and Special Diet Project' that helps them learn about nutrition. As a result of gaining an understanding of the importance of keeping healthy, some students are keen to adopt healthy lifestyles.

Leadership and management

Good

Leadership and management is good. Senior leaders communicate high expectations and ambition to staff effectively, resulting in good teaching that secures students' good achievement and progress. Overall, systems for managing the performance of staff are good. Senior leaders conduct regular lesson observations in order to guide teachers and help them address any weaknesses in their teaching. However, feedback given after observations does not always challenge teachers as much as it might, to improve their teaching. As a result, teaching is not outstanding. The proprietors are very involved in the running of the school and challenge leaders to improve the provision. However, they do not take part in lesson observations; they therefore do not have a clear, first-hand picture of the quality of teaching and learning and so do not provide a high level of challenge to leaders regarding the education provided. This is another contributing factor to teaching that is good but not outstanding.

Senior leaders have produced a self-assessment document that accurately identifies the school's strengths and areas that need to improve. They have produced curricular policies to ensure that students make good progress in all subjects including literacy. The curriculum provides a good

range of opportunities for students to make good progress. The school ethos encourages students to improve their behaviour and emphasises the promotion of their personal development; some aspects of their spiritual, moral, social and cultural development are good. The school works very well with parents, carers and other agencies to ensure positive benefits for students. The headteacher of a referring school commented,

'I am extremely pleased with the team at Manchester Settlement for the work that they do. Multi-agency working, sharing of information, efficiency, persistence with children with complex and challenging behaviours and having the best interests of their students at heart, underpins the difference that they make to the lives of their students!'

The premises and accommodation are well-suited to support provision of the curriculum. All areas of the school are well-maintained and suitably decorated creating a pleasant learning environment for students. The school meets the requirements related to the provision of information for parents and carers and the complaints procedure includes all of the necessary details.

Senior leaders have ensured that all of the independent school regulations are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	135948
Inspection number	422810
DfE registration number	352/6067

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Independent secondary day school for students with emotional, social and behavioural difficulties
School status	Independent special school
Age range of pupils	13–16 years
Gender of pupils	Mixed
Number of pupils on the school roll	22
Number of part time pupils	0
Proprietor	Mrs Maria Gardiner
Chair	Mr Derek Clarke
Headteacher	Mr Jason Travis
Date of previous school inspection	30 June 2010
Annual fees (day pupils)	£9,900
Telephone number	0161 614 8448
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