

Newall Green High School

Greenbrow Road, Wythenshawe, Manchester, M23 2SX

Inspection dates 13–14 May 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Requires improvement	3
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. Too many students who join the school with the capability of gaining good grades at GCSE fail to do so in English and mathematics.
- Not enough students make sufficient progress across a number of subjects, including English and mathematics.
- The school's rate of progress since its previous inspection had been slowed by inadequate governance prior to the recent appointment of an Interim Executive Board of governors (IEB).
- Students' behaviour and attitudes to their learning require improvement.
- The gap between the attainment of students who are eligible for support through pupil premium funding and other students in the school is too wide and is not closing quickly enough.
- Teaching requires improvement. It is not consistently good or outstanding. Teachers' expectations of students are not always high enough to speed up their progress and make up for their underachievement.
- The sixth form requires improvement.
- There are inconsistencies in the skills and impact of leaders and subject leaders to bring about more rapid improvement to the school's overall performance.

The school has the following strengths

- The positive impact of some of the work of school leaders is evident in improvements to the quality of teaching, reduced exclusions and better attendance since the previous inspection. Leadership overall has the ability to secure improvement and raise students' achievement.
- The school provides good pastoral support and care for the well-being of students in its community. Partnerships with an extensive range of support services benefit a high proportion of potentially vulnerable young people.

Information about this inspection

- Inspectors observed 29 lessons or parts of lessons, of which three were seen jointly with members of the school’s leadership team. Several observations were of more than 50 minutes duration and included scrutiny of students’ work in a range of subjects.
- Meetings were held with senior and subject leaders, teachers and other staff, the Chair of the IEB and a representative of the local authority. The views of a large number of students were gathered in several meetings with inspectors, also by talking about their work in lessons or speaking to them in and around the school at break times or between lessons.
- There were insufficient responses to the on-line questionnaire (Parent View) to be reviewed by inspectors but inspectors took account of the school’s own recent survey of parents’ views. They also took account of the 23 responses to the inspection questionnaire for staff.
- Inspectors observed the school’s work and looked at a wide range of policies and other documentation including safeguarding policies, self-evaluation, records relating to behaviour and attendance and the school’s own data on current students’ attainment and progress.

Inspection team

Marguerite Murphy, Lead inspector

Additional inspector

Mary Liptrot

Additional Inspector

Pauline Pitman

Additional Inspector

Sheila Kaye

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 an average-sized secondary school with a small sixth form.
- Most students are from White British backgrounds. A well above average proportion of students is known to be eligible for support through the pupil premium, which provides additional funding for children in local authority care and children entitled to free school meals.
- The proportion of students who are disabled or have special educational needs supported at school action is above average. The proportion of students supported at school action plus or with a statement of special educational needs is significantly above average.
- The school has specialist provision for students with autistic spectrum disorders and students with physical disabilities or moderate to severe learning difficulties.
- A number of students, many of whom have behavioural difficulties, attend work-related training or other alternative provision off-site. These are organised in conjunction with Manchester City Council and include Ed Start, Manchester Secondary PRU and Green Acres.
- The school has been part of a federation formed with two local primary schools which shared one governing body. Changes are currently in process due to the appointment of an IEB to the high school.
- The school does not meet the government's current floor standards, which set out the minimum expectations for students' attainment and progress.
- During a third monitoring visit by one of Her Majesty's Inspectors (HMI) in January 2014, the school was judged to have made insufficient progress since its last inspection. It was recommended that an external review of governance should be commissioned. The previous governing body was replaced by an IEB in April 2014.

What does the school need to do to improve further?

- Improve teaching in order to raise the achievement of all groups of students including those in the sixth form, and close the gap between the attainment of students entitled to support through the pupil premium and others in the school, particularly in English and mathematics, by:
 - developing teachers' skills in engaging students more in their lessons, raising expectations of their work and ensuring they are fully stretched in their learning
 - improving the quality and consistency of teachers' marking and feedback to students so that they are more effective in informing students of how to improve their work
 - setting firmly in place the recent improvements in the accuracy of information about students' current performance; in always setting work according to their needs; and in providing targets to stretch them further.
 - revisiting the school's policy on homework to check that expectations are understood and agreed and appropriate actions are taken to ensure that these are applied consistently across the school.
- Improve students' behaviour and attitudes to all aspects of their learning, by:
 - exploring ways to more successfully develop students' pride in their work, cultivating a love of

learning and the desire to increase their knowledge and understanding

- ensuring that the improvements in attendance are maintained and further built on in the future to raise attendance to above average.

■ Improve the effectiveness of leadership and management in order to accelerate the pace of school improvement by:

- building on the recent establishment of an IEB to ensure that governance meets its responsibilities more effectively than in the past, including both supporting and challenging senior leaders and holding them to account for the school's performance
- developing further the skills and impact of leaders at all levels, ensuring also that subject leaders are able to contribute fully to the evaluation and improvement of performance in their areas of responsibility
- ensuring that leaders carry out rigorous analyses of the impact on students' outcomes of any additional funding, for example Year 7 catch-up and pupil premium.

Inspection judgements

The achievement of pupils

is inadequate

- Students enter the school with well below average attainment in English and mathematics. The proportions of students that make and exceed expected progress in these subjects are below national figures because their skills are not always being developed sufficiently. This did not improve in 2013 and the school failed to meet the government's minimum expectations for students' progress and attainment. Consequently, when students finish Year 11, their attainment is still well below average.
- Around two thirds of students at the end of Key Stage 4 in 2013 were known to be eligible for pupil premium funding. Their attainment in English and mathematics was equivalent to one and a quarter grades below other students. Although the school's information on students' current progress indicates that the gap is starting to narrow, the progress made by those supported by pupil premium remains inadequate.
- School leaders use the Year 7 catch-up funding to provide some one-to-one support for students who enter with literacy and numeracy skills that are well below those expected for their age. However, there is no analysis of the progress they are making.
- Most disabled students and those with special educational needs are making slightly better progress than their peers because the work is more tailored to meet their needs. This helps to strengthen their learning although it still requires improvement. Similarly, the school's provision for 15 students with autistic spectrum disorders provides them with a safe and personalised environment in which they can learn, but the progress they make still requires improvement.
- Students, including those with behavioural difficulties, who attend the range of off-site alternative provision, have variable experiences and too many make inadequate progress in their basic literacy and numeracy skills.
- Overall achievement of sixth-form students requires improvement. Their attainment on entry is much lower than is typically seen in sixth forms and the work-related courses on offer are appropriate to their needs. Nevertheless, there are considerable variations in achievement across different courses.
- A review of work by a group of the most able Year 11 students confirmed that they are beginning to be challenged more. They are accurately assessed as being on target for above-average grades in GCSE mathematics. The progress of the most able students across the school still requires improvement.
- Most students in last year's Year 11 were entered for their mathematics GCSE at the end of Year 10. The school no longer enters students early for GCSE examinations in mathematics or English.
- Students who enter the school having attained standards that are just in line with national averages have over time performed less well and failed to reach the C-grade GCSEs they were capable of achieving. Leaders are aware that low expectations have been at the root of this issue and are making positive strides to remedy this, although it will take more time to have a noticeable impact on results at the end of Key Stage 4.
- Attainment in some subjects is nearer to national averages at grades A* to C in GCSEs, such as in languages, additional science, music and art and design, although much smaller numbers of students take these.
- School leaders make efforts to promote students' literacy and numeracy skills across the curriculum, although acknowledging that this still requires improvement. Students are increasingly showing enjoyment, expression and fluency in reading books, in or out of lessons.
- The progress students make in lessons is beginning to improve so that more are making good progress currently. However, some variability remains as improvements in the quality of teaching have not been in place for a long enough time in some classes and subjects.

The quality of teaching requires improvement

- Over time, the quality of some teaching has not been good enough to have fully resolved students' inadequate achievement, particularly in English and mathematics. Also, there are few examples of outstanding teaching. Therefore, teaching overall requires improvement.
- The vast majority of students express positive views about teaching in the school and can identify some of the improvements made in recent times. Some say that it is the variability in teaching that sometimes hinders their progress, or it is due to having had too many different teachers for a particular subject in the past, for example in mathematics.
- Students sometimes do less well when they are given something to do and not given sufficient opportunity to complete it, leading to frustration and too many gaps in the work in their books as a result. As one student explained, 'We sometimes rush through topics and then I don't understand as well as I should.'
- On the other hand, teachers sometimes do not have sufficiently high expectations of students, who then feel no urgency to do their best. The reasons for undertaking particular tasks are not always made clear enough to students. Some then make the mistake that the aim is to complete a task rather than to gain specific understanding or knowledge. Students of all abilities are not stretched enough to make the maximum progress of which they are capable.
- Most teachers are responding well to the drive to use information on students' current attainment to set them appropriately challenging targets for improvement. This has been supported by extensive use of external marking and moderation to validate the school's more accurate assessments of the levels or grades at which students are working. However, these improvements are at an early stage and not yet consistently seen across the school.
- Similarly, the quality of teachers' marking requires improvement because not all teachers are learning from the good practice that is evident in some classes and subjects. Variability is seen in students' books, with some pieces of work unmarked or with little in the way of helpful comments to which students have opportunities to respond.
- Some students report that they, 'don't often get homework, maybe some revision' and others say that sanctions for not completing homework are not consistently applied.
- Students achieve well when lessons are well planned with carefully chosen resources and effective support from teaching assistants where needed. Students are made to think for themselves. Books seen during a Year 11 science revision lesson showed that students were recording information for themselves and answering questions linked to examination requirements.
- Older students are given good guidance and preparation for Key Stage 4 or GCSE examination techniques. The system of using question checking sheets is implemented well, for example in mathematics lessons, to provide additional challenges and constructive feedback to students.
- Sixth-form students' achievement requires improvement because their learning in the subjects and courses they study is too variable.

The behaviour and safety of pupils requires improvement

- The behaviour of students requires improvement. Some students and staff acknowledge that behaviour is not always as good as it should be. Students expressed a strongly-held view that the school has zero tolerance to bullying of any form and that incidents would be dealt with quickly. They describe the negative behaviour and attitudes of a small minority of students as 'attention seeking' rather than disruptive.
- Monitoring systems, rewards and consequences to secure good behaviour and learning across the school are not applied consistently well in all year groups and subjects.
- Students spoke about marking and feedback from teachers being useful in helping them to improve their work. Nevertheless, too many books are poorly presented and students do not always respond to, or act upon, advice given by teachers.

- Many students are conscientious and well mannered and have good attitudes to learning but often lack enthusiasm or the drive to succeed. A compliant or 'can't be bothered' attitude has a negative impact on the achievement of a small minority of students, although this is sometimes due to teaching that does not keep them motivated and engaged in their learning.
- Some daily 'academic review' sessions make a positive contribution to students' personal development and attitudes, including their spiritual, moral, social and cultural development. As teachers know individuals well, they are able to deal quietly with any concerns raised during discussions of everyday dilemmas or personal safety issues to which students can relate. A Year 10 review included a topic on the impact of media coverage and the pressure placed on young people to look a certain way, tempting them to take unsafe actions to change their appearance.
- Attendance has improved steadily over the last three years and is now average.. This is as a consequence of work by the school to monitor and promote good attendance, taking swift action to challenge or provide support for students who are absent too often.
- Exclusions have been significantly reduced and most parents who responded to the school's survey believe that behaviour is good. The majority of staff who completed questionnaires during the inspection consider students' behaviour to be good, although a few also expressed the view that this was not the case.
- The school's work to keep students safe and secure is good. Record keeping and monitoring are used well so that any concerns or patterns can be identified. These also demonstrate how incidents of bullying, racist or homophobic incidents or name-calling have been significantly reduced. Students say that they feel safe and consider that behaviour has improved across the school.
- The attendance, behaviour and safety of students who are in off-site alternative provision are checked through the school's regular monitoring and communication with the providers.
- Most students take pride in their appearance and arrive punctually to lessons and well prepared for their work. A team of litter collectors helps to keep the school clean.

The leadership and management requires improvement

- Leadership and management require improvement because they have not yet ensured students' achievement has improved as much as it needs to since the school's previous inspection.
- Leaders are committed to tackling poor performance and accelerating students' progress. They feel more empowered and capable of achieving this aim now that the issues around governance have been resolved. This is evident in the improvements made in teaching and middle leadership, although this work has only recently started to make a difference and its full impact cannot yet be seen in students' achievement and examination results.
- The school's leadership structure has been adjusted in recent years but there will be opportunities to review this further to fit the next stage in its development. Leaders have recognised, and are ensuring that, the need to raise achievement is at the forefront of the school's purpose. In the past its vision has been over-dominated by the pastoral and care needs of the students, when these are already catered for well by the school. Not all departmental or subject leaders are as well skilled and prepared for this shift in focus or fully contributing to the evaluation and improvement of performance in their areas of responsibility.
- Senior leaders have developed comprehensive systems and procedures for the quality assurance of the school's work and in the leadership of teaching. As a result teachers are more keenly aware of the raised expectations and how they are held to account for the progress students make. More recently, these systems have become well supported by more accurate and reliable information from assessments of what students can do, so that appropriate targets are set to track the progress being made in all subjects by all groups of students.
- Following Her Majesty's Inspector's recommendation at the last monitoring inspection, an external review of the school's use of pupil premium funding was completed recently and the allocation of funds was deemed appropriate to the needs of the school and those students.

However, there is not yet a clear analysis of the impact of the school's strategies on improving outcomes for those students. Therefore leaders cannot demonstrate whether these are making enough of a difference in closing gaps in their attainment compared to that of other students.

- The school's self-evaluation of its performance has previously tended to be over-positive in some respects but leaders now have a better understanding of how their view of the school's performance should always be driven by the impact of leaders' and teachers' work on students' achievement. Development plans are appropriately focused on the school's key priorities for improvement and are to be reviewed to take into account the new arrangements for governance and the outcome of this inspection.
- A wide range of clubs and out-of-school activities enhance students' experiences of school. The curriculum offers an appropriate range of subjects and courses in Key Stages 3 and 4. This includes work-related options that offer progression into the sixth form. This is not the case with academic courses as few are available in the sixth form, but students who are best suited to those are given advice and guidance about opportunities available in other post-16 establishments. This is an effective element of leadership in the sixth form.
- The school communicates well with parents and external agencies for the benefit of those students whose circumstances may make them vulnerable, including disabled students and those who have special educational needs. This aspect of the school's work reflects its commitment to promoting equal opportunities for all students. Similarly, an academic mentoring scheme is in place for the most able students; their parents are consulted on this.
- All safeguarding policies and procedures meet requirements.
- Performance-management arrangements take into account the national Teachers' Standards and appraisal targets are appropriate to individual teachers' career stage and responsibilities. Any progression in salary is dependent upon achieving those targets.
- The local authority has a good understanding of the school's strengths and weaknesses and has been providing appropriate support and advice. More recently, the authority held the governing body to account more robustly for its lack of impact on school improvement, leading to the formation of the IEB.
- **The governance of the school:**
 - The IEB has made a positive start and the two meetings held so far have been attended and supported by a senior school effectiveness officer from the local authority. The five members bring a strong range of expertise to their role, including some with backgrounds at senior level in education locally.
 - The senior leadership team and other staff have welcomed this new development and feel that it is helping the school to move forward more quickly than before. The IEB is already gaining an accurate picture of the school's progress data, the quality of teaching and key priorities for improvement. Members of the IEB have sufficient knowledge and understanding to hold leaders to account for the school's performance.

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

Unique reference number	105571
Local authority	Manchester
Inspection number	426034

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

Type of school	Secondary
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	957
Of which, number on roll in sixth form	87
Appropriate authority	The governing body
Chair	Jenny Andrews
Headteacher	Alison Wright
Date of previous school inspection	27 November 2012
Telephone number	0161 234 4455
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