

Manchester Young Lives

The Addy Young People's Centre, Woodhouse Lane, Manchester, M22 9TF

Inspection dates 17–19 March 2015

Overall effectiveness	Good	2
Leadership and management	Good	2
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2

Summary of key findings

This is a good school

- Students are valued immensely as individuals. Consequently, they work very hard in school.
- Consistently good, skilful teaching in all subjects ensures that students achieve well over their time in school, including by developing basic skills in reading, writing and mathematics.
- Strong, passionate leadership at all levels has ensured that all aspects of the school have improved since the previous inspection, most notably teaching, achievement, personal development, behaviour and safety.
- Students love the good range of practical learning activities on offer.
- Behaviour is outstanding because staff take every opportunity to promote students' spiritual, moral, social and cultural development. Furthermore, students are very well prepared for life in modern Britain.
- Staff are highly committed to students' well-being and safety arrangements are excellent.
- The school complies well with all the independent school standards.

It is not yet an outstanding school because

- Teachers do not always plan lessons which enable all students to make outstanding progress.
- Marking in workbooks does not always tell students what they must do to make their work outstanding.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) Regulations 2014, ('the independent school standards') and associated requirements.

Information about this inspection

- Students were observed at each of the school’s three sites. The inspectors observed students’ learning in seven lessons and scrutinised samples of students’ work in different subjects. They held meetings with trustees, the headteacher, deputy headteacher and finance manager. Discussions were also held with other staff, including centre managers and students.
- School documents were examined in order to check compliance with the independent school standards. These included the school’s policies and information about students’ progress. Records relating to welfare, health, safety, safeguarding, behaviour and attendance were also checked. Inspectors took account of letters of appreciation from the community, including from agencies working with the school. Inspectors also looked at the school’s website.
- There were not enough responses to the online Parent View survey for these to be analysed. Parents’ views expressed in letters to the school and their comments about their children’s progress were taken into account. A good number of parents requested telephone conversations with the lead inspector and these took place. The inspectors also took account of thirteen staff questionnaire responses and the online surveys from students.

Inspection team

Saleem Hussain, Lead inspector	Additional Inspector
Paul Rafferty	Additional Inspector

Full report

Information about this school

- The school is part of Manchester Young Lives, a charitable organisation and company limited by guarantee. It was registered as an independent special day school in December 2010 for students between 13 and 16 years of age.
- The school is registered for 125 students. Currently, there are 47 students on roll.
- The school comprises three sites. These sites are several miles apart.
- There are 15 students at the Addy Centre in Wythenshawe, 15 at Moss Side and 17 at the Ardwick centre which is very close to Manchester city centre.
- Most students are from White British heritages.
- The school provides for students who are at risk of exclusion from their home school or who have been permanently excluded. All students have behavioural, emotional and/or social difficulties, often with associated learning difficulties.
- All students are referred via the Manchester Secondary Pupil Referral Unit.
- The school does not make use of any alternative provision for its students.
- At the time of the inspection, there were no students on roll with statements of special educational needs or education, health and care plans. No disabled students currently attend the school.
- The school aims to offer 'an appropriate programme; addressing and resolving behaviour issues and aiding individual students back into school, employment, training or further education'.
- The school was inspected in November 2011. At that time it was judged that the school provided a satisfactory quality of education.
- A new headteacher took up post in September 2014.

What does the school need to do to improve further?

- Improve teaching and achievement to outstanding by:
 - ensuring that teachers always plan lessons which enable all students to make outstanding progress
 - ensuring that marking in workbooks always tells students what they must do to make their work outstanding.

Inspection judgements

The leadership and management

are good

- Good leadership has developed a positive culture in which teaching is good and behaviour is outstanding.
- The headteacher's passion and commitment to the students is shared by leaders and staff at all levels. He works very closely with the deputy headteacher and finance manager, and has harnessed everyone's skills towards improving the school.
- Teamwork is a strong feature of management. For example, an 'Ofsted Working Group' has been established from the time the new headteacher took up post and many managers have worked effectively in this forum to make improvements.
- The effectiveness of middle managers is growing. They are increasingly bringing about improvements at each site.
- There is strong leadership of teaching. The headteacher and senior leaders visit each site frequently to ensure that a strong learning ethos is maintained. Weaknesses are identified through lesson observations and learning walks. Remedial actions are agreed with centre managers. Leaders ensure that each site is orderly and students have good opportunities to develop their academic skills, including literacy and numeracy.
- Leaders have developed good, well organised learning activities which appeal to students and enable them to achieve well. Students especially enjoy the practically oriented activities such as developing budgeting skills in mathematics.
- Self-evaluation is insightful and accurate. Leaders acknowledge that there is still some improvement that can be made to aspects of leadership and management before this aspect of its work can be judged as outstanding. For example, although the school adheres to regulatory requirements well, a small number of policies are under review so that compliance becomes even better.
- A strong emphasis is placed on staff training and there are a good number of opportunities for staff to develop their skills in keeping with their needs and those of the school.
- Leaders have developed excellent opportunities for students' spiritual, moral, social and cultural development. As a result, behaviour and personal development are outstanding. British values such as democracy and acceptance of the rule of law are explored in different subjects. For example, students have recently created some art work around different values.
- The school ensures that students are very well prepared for life in modern Britain. Equality of opportunity is promoted very effectively and staff ensure that there is no discrimination. Students consider the multi-cultural nature of Britain in subjects such as history and food technology. Students learn to respect members of all communities. Visitors and visits in the community help students to understand the richness that diversity brings to their lives. The school ensures that students are not exposed to extremist views.
- The school works well with parents and agencies, such as the Manchester Secondary Pupil Referral Unit, to achieve positive benefits for students.
- Students are provided with good quality advice about further education and careers. The school works closely with local further education providers. As a result of these factors, a good number of students move on to further education after leaving school.
- The school's arrangements for safeguarding meet all requirements and are effective.

■ The governance of the school:

The school is held to account well. Trustees are critical and supportive friends for the school, and play an effective role in its work.

Trustees possess a wealth of educational, youth work and other relevant expertise which they use effectively in their decision-making.

Trustees visit the school regularly and receive frequent updates from the headteacher. They are well aware of the quality of teaching and students' achievements, rewards for good teachers, how well they are performing and arrangements for improvement.

Decisions relating to staffing, accommodation and finance are made wisely. The school provides good value for money in light of students' good achievement and outstanding personal development.

The behaviour and safety of pupils**are outstanding****Behaviour**

- The behaviour of students is outstanding. Students make remarkable improvements to their attitudes and behaviour because of effective implementation of the school's excellent policy on spiritual, moral, social and cultural development. Students mature very well over their time in school. They develop a very high level of responsibility for their behaviour. As a result of these factors, there is a calm and orderly atmosphere at each site and this makes an excellent contribution to students' good progress.
- Discussions with students indicate that they have developed many good ways to control their anger when they become emotional or frustrated. They say that they have full trust in adults and this is a key factor in their personal development. Typical comments from students included: 'If it hadn't been for the school I would never have realised how my behaviour was affecting my chances of doing something with my life.'
- School records show excellent improvements in behaviour over time for individuals and different groups.
- Incidences of low-level disruption in lessons are now very rare. Staff have received excellent training in managing students' behaviour. For example, if students display lapses in behaviour, teaching assistants or managers quickly intervene. They withdraw the student from the classroom, counsel them and persuade them to re-join lessons so that learning is not spoilt for anyone.
- Parents are delighted with how well their children develop excellent attitudes towards learning and pride in going to school. Discussions with parents indicate that the school has excellent procedures to induct new students and help them to settle into the school's learning routines.
- A towering strength of the school is how well it nurtures self-belief and confidence. Every opportunity is taken to praise and value students including frequent telephone calls from staff to parents. Students' social development is excellent. Students are respectful towards adults and visitors. Relationships between staff and students are extremely good.
- Attendance and punctuality for the majority of students are good. The school is aware of a small minority of students whose attendance is erratic and there are very good arrangements in place to help them to improve.

Safety

- The school's work to keep students safe and secure is outstanding.
- Welfare, health, safety and safeguarding policies are very effective.
- Day-to-day supervision at each site and arrangements for security ensure that students are fully safeguarded. The school's anti-bullying and cyber-safety policies are very effective. The school's written risk assessment policy and a plethora of risk assessments are fully in place.
- Students say that they feel safe in school and bullying is not a problem. They have a clear understanding of the many different forms of bullying and how to stay safe. They are confident about raising any issues with staff if they experience any difficulties.
- Staff are very well trained in safeguarding. For example, the school's designated safeguarding leads are trained to the required standard and there are excellent arrangements to ensure that all staff receive appropriate training. Arrangements for the safe recruitment of staff are robust and all required checks are completed and recorded diligently.
- Many staff are comprehensively trained and qualified to administer first aid.
- In relation to fire safety, many staff are trained as fire marshals. Fire equipment is professionally maintained and fire drills are carried out regularly.
- The school meets all regulatory requirements in relation to behaviour and safety very well.

The quality of teaching**is good**

- Teaching in all subjects, including English and mathematics, is consistently good. Consequently, most students on roll, including boys, girls, ethnic minorities and the most able make good progress and achieve well over their time in school.
- Teachers are skilful at making lessons interesting for students. Students say that they like the practical work in lessons based on real life very much. For example, information and communication technology lessons focus on practising key skills used in everyday life. Role plays are often used in lessons to good effect. For example, in preparation for working life, students learn basic skills in dealing with emergency situations.
- Teachers often use good humour and banter to motivate students and this works well. Students'

behaviour is managed extremely well. For example, rewards and sanctions are very effective. All students understand the 'traffic light' system which alerts them to any concerns from teachers.

- Teachers work closely with teaching assistants who themselves play an active role in lessons, for example in supporting students with emotional difficulties.
- There is a good emphasis in different lessons on developing basic skills in reading, writing and mathematics. These skills are taught effectively and this ensures that students make good progress in these areas. The progress of a minority of students is restricted because of their complex emotional difficulties.
- All teachers have high expectations of students. Teachers set challenging targets for all groups of students, including the most able. Explanations about key learning points help students to deepen their understanding in different subjects. Questioning is good. For example, different groups of students are often targeted for questions to ensure that they participate well.
- Assessment is accurate and the information gained is used positively to plan lessons. However, teachers do not always plan for all students to make outstanding progress. Consequently, a valuable opportunity is lost to ensure that students achieve as well as they can over time.
- Marking of workbooks informs students about what they are doing well but does not indicate clearly enough what students need to do to make their work outstanding. Again, an opportunity is missed to help students to achieve outstandingly.
- The school meets the standards relating to teaching, assessment, subjects and personal development well.

The achievement of pupils

is good

- The achievement of students is good because teaching is well matched to their needs and interests.
- Evidence from students' workbooks, data and case studies indicates that students achieve well over their time in school. Different groups, including disadvantaged students, achieve equally well.
- Students start school with skills that are typically well below those of other students of their age in other schools. This is because they have missed much of their previous schooling due to poor attendance or exclusion.
- Based on individual starting points, students' progress across year groups at each site and in a wide range of subjects, including English and mathematics, is consistently good. Their progress is similar to other students nationally.
- The most-able students achieve well and in some cases attain standards typical for their age. This is because their learning targets are sufficiently challenging. Homework tasks are carefully planned in order to help these students to deepen their understanding in different subjects in accordance with their ability.
- Students develop and apply a wide range of skills to good effect including reading, writing, communication and mathematics.
- Reading aloud in role play situations, research tasks involving reading and other opportunities are encouraged by the school and taken up well by students. Consequently, most students read widely in school and at home. This helps them to attain standards usually in line with national expectations for their age. Students are encouraged to develop their writing skill in different subjects other than English and this too helps to raise standards.
- Most students who left school last year gained success in a number of subjects at GCSE level achieving grades in line with their ability. Nearly all of them took up places in further education. Of the remainder, a small number took up employment or sports scholarships. These factors evidence the school's good work in preparing students for the next stage of their lives.
- The school meets the standards relating to the learning activities on offer and assessment well.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	136264
Inspection number	454299
DfE registration number	352/6071

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Special Day school for students with behavioural, emotional and social difficulties
School status	Independent school
Age range of pupils	13–16
Gender of pupils	Mixed
Number of pupils on the school roll	47
Proprietor	Manchester Young Lives Ltd
Chair	Christopher Duncan
Headteacher	Paul Fletcher
Date of previous school inspection	15 November 2011
Annual fees (day pupils)	£11,000
Telephone number	0161 437 5923
Fax number	Not applicable
Email address	p.fletcher@manchesteryounglives.org.uk

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