

William Hulme's Grammar School

Spring Bridge Road, Manchester M16 8PR

Inspection dates

14–15 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Children in the early years get off to a good start. The curriculum is well planned, teaching is effective and children enjoy their learning.
- Pupils in the primary phase make consistently good progress across key stages 1 and 2. Since 2017, leaders have transformed pupils' writing skills. Pupils now use their knowledge of vocabulary, spelling and grammar to improve their everyday writing with increasing success.
- By the end of key stage 4, pupils in the secondary school make excellent progress across the curriculum. They make particularly strong progress in mathematics and science.
- By the end of Year 11, pupils' attainment is high. The proportion of pupils who achieve a strong pass in English and mathematics is above the national average.
- At key stage 3, some pupils' written work lacks depth and precision. While teachers develop pupils' reading skills well, pupils' writing skills are underdeveloped. Good practice from the primary phase is not shared effectively.
- Disadvantaged pupils, including children looked after and young carers, achieve well in both the primary and secondary phases. Leaders use the additional funding to support disadvantaged pupils' progress to great effect.
- Pupils with special educational needs and/or disabilities (SEND) achieve well, including those in the specialist resource provision. However, leaders do not check if they make best use of the additional funding for SEND pupils.
- Since 2016, students' progress in the sixth form has improved markedly. However, some students do not think deeply enough about the concepts that they study in order to excel.
- The curriculum is well planned across all phases, leading to good outcomes. At key stage 4, more pupils now study a modern foreign language and a humanities subject.
- Leaders have an accurate view of the quality of education that the school provides. Since the previous inspection, leaders have taken swift and effective action to improve the school.
- Teachers use their strong subject knowledge to prepare interesting and engaging lessons.
- Leaders have an unwavering commitment to pupils' wider personal development. There is an extensive extra-curricular programme coupled with plentiful leadership opportunities.
- Pupils' attendance is very good. Behaviour is also good because pupils adhere to the 'Respect Charter'. Pupils enjoy, achieve and learn by following the 'William Hulme's Way'.

Full report

What does the school need to do to improve further?

- Improve further pupils' progress in writing by:
 - ensuring that pupils across the primary phase consistently apply their knowledge of vocabulary, spelling and grammar to their everyday writing
 - ensuring that teachers in key stage 2 share their successful strategies to improve pupils' writing with teachers in key stage 3.
- Sustain and improve students' learning and progress across the sixth form by ensuring that students develop a deep knowledge of the concepts and subjects that they study.
- Ensure that leaders monitor more precisely how the additional funding for pupils with SEND supports their learning and progress across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal, the primary headteacher and the leadership teams across this all-through school have taken swift and effective action to improve the school since the previous inspection. In particular, the recently appointed primary headteacher has had a transformational effect on improving the quality of education in the early years and across key stages 1 and 2.
- Trustees, the local governing body, the executive headteacher, the principal and the primary headteacher have a clear vision for excellence and are highly ambitious for the school's pupils. They are well on their way to ensuring that the United Learning Trust's vision to achieve 'the best in everyone' at William Hulme's Grammar School is realised.
- Leaders, governors and trustees have an accurate view of the quality of education that the school provides. Improvement plans, including the primary and secondary schools' pupil premium strategies, are well thought out and precise. They contain clear measures of success by which governors and trustees can hold leaders to account for further school improvement.
- Leaders ensure that the quality of teaching across the school is at least good. They take difficult decisions where any weaknesses in teaching are identified. The monitoring of teaching and learning is effective. Leaders use the findings from their monitoring processes to inform staff development and future improvement priorities.
- The programme of ongoing staff training is effective and well received by teachers and other staff. For example, in the primary school, the headteacher has focused effectively on improving teachers' knowledge of and skills in how to teach writing. Consequently, outcomes for pupils in writing have improved significantly since 2016.
- Middle leaders are effective in their roles and they are excited and enthused by curriculum developments. They ensure consistency in the quality of teaching and learning across their departments. There is now a strong focus on ensuring that lessons are well planned and sequenced so that pupils make the best possible progress.
- The curriculum has recently been reviewed to ensure that it is ambitious for all pupils. At primary level, leaders ensure that pupils receive a well-planned curriculum. There is equal weight given to developing pupils' knowledge across subjects other than English and mathematics. For example, the history and geography curricula develop subject-specific knowledge to a good depth. In the secondary school, leaders have reviewed the curriculum so that, from the current Year 8, the vast majority of pupils will study a modern foreign language and a humanities subject to GCSE level. In the current Years 9 and 10, around half of pupils are studying for the English Baccalaureate.
- There is an excellent programme of extra-curricular provision to complement the main curriculum offer. Pupils across the school can take part in the Amnesty International Youth Group; the combined cadet force; a range of sports, including skateboarding, cricket and tennis; music clubs, which include the ukulele orchestra, the gospel choir and the steel band; and the poetry appreciation club. There is also a wide range of residential visits. This extensive range of activities is highly effective in broadening

pupils' portfolio of skills, in widening their life experiences and in preparing them for adult life.

- Pupils' spiritual, moral, social and cultural (SMSC) development is very good. Pupils take part in 'Wow' learning days, for example on raising awareness of lesbian, gay, bisexual and transgender communities and the issues facing refugees. Pupils also demonstrate an acute awareness of what is right and wrong. In the primary school, for example, some pupils sit on behaviour panels to help other pupils understand the impact of their behaviour on the wider community.
- British values are successfully threaded throughout the curriculum. Pupils in the primary phase have plentiful opportunities to visit places of worship. They also articulate clearly the importance of tolerance and respect. In the secondary provision, pupils are equally respectful of one another. They understand the principles of democracy and the importance of listening to others' views.
- Leaders use the additional pupil premium funding effectively to support disadvantaged pupils. They regularly review the impact of their spending on pupils' learning and progress. Consequently, disadvantaged pupils achieve well and make good progress across key stages 1 and 2, and very good progress across key stage 4.
- Those pupils who enter the school below age-related expectations are generally well supported to catch up by the end of Year 7. Overall, leaders use the literacy and numeracy catch-up funding well. Leaders place a strong emphasis on improving pupils' reading and mathematical skills. That said, the emphasis on improving pupils' writing skills at key stage 3 is not as strong as it should be.
- Primary leaders use the physical education and sports premium funding effectively. It has a significant impact on pupils' participation and achievement in physical education and sports. For example, pupils' participation in intra- and inter-schools' sports competitions has increased.
- The use of additional funding for pupils with SEND is not evaluated effectively enough. Leaders are unclear on the impact of this funding on the learning and progress of pupils with SEND. Nevertheless, pupils in the specialist resource provision, and other pupils with SEND, make good progress from their starting points.
- Leaders place a strong focus on staff well-being. They work to reduce workload where possible. Staff morale is high.

Governance of the school

- The local governing body is highly skilled. For example, governors include a specialist in careers education, information, advice and guidance, a human rights and equality and diversity specialist, and a professor of British history from a local university. This wide range of skills allows governors to challenge and support leaders well to improve the school further.
- The local governing body is effective. This is because it is well supported by the United Learning Trust and its regional directors. Governors, regional directors and trustees are not afraid to take difficult decisions to improve the school. For example, on behalf of the trustees, regional directors and the local governing body tackle areas of underperformance, including any perceived weaknesses in teaching or leadership,

quickly, effectively and sensitively.

- The chair and vice chair of governors sit on the termly 'challenge' meetings that regional directors hold with the principal and other senior staff. Consequently, governors have a full and accurate understanding of the school's strengths and the areas that require further development. The chair and vice chair disseminate this information effectively to the wider board of governors so that they can check on the progress being made in their curriculum link areas.
- The local governing body knows the school and its community well. The scheme of delegation provides the local governing body with clear roles and responsibilities to ensure the smooth running of the school.
- Regional and deputy directors hold the leaders stringently to account for school improvement. For example, regional directors have supported and challenged leaders to improve outcomes in the early years, to improve writing in the primary phase and to ensure that students make good progress in the sixth form.
- Trustees, regional directors, the local governing body and school leaders have a clear commitment to protecting staff well-being and reducing workload where possible. Surveys are regularly commissioned to canvas staff views and perceptions on a range of topics, for example 'the pace of change'.
- The local governing body is well trained.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding right across the school. This is because leaders have created a culture of vigilance. Staff receive regular training and they are aware of how to identify potential signs of abuse. There are strong, effective links with other agencies and safeguarding leads are quick to identify pupils who may benefit from early help. Safeguarding records and documentation are exemplary.
- Pupils feel safe in this school and parents say that their children are well cared for because of the strong pastoral support on offer. Some pupils who join the school from other schools say that the work to protect pupils and keep them safe is particularly strong at William Hulme's Grammar School.
- Leaders undertake significant age-appropriate work to ensure that pupils are safe online. They also have numerous assemblies and taught sessions on the key issues that may affect pupils' well-being in the local area. Keeping pupils safe is integrated into the day-to-day curriculum. This proactive approach to safeguarding is a key strength of leaders' work.

Quality of teaching, learning and assessment

Good

- Teachers have strong subject knowledge. They use this well across the different phases of the school to ensure that pupils make good progress from their starting points.
- Teachers have high expectations of their pupils. For example, the most able pupils

achieve very highly by the end of key stage 4. Disadvantaged pupils are taught well across the school. They make consistently good progress from their starting points.

- In the primary phase, there was an 'electric' atmosphere in many classrooms. This is because teachers plan the curriculum effectively and pupils enjoy their learning. The use of resources is also good. As a result of improvements in the quality of teaching across the primary phase, pupils now make good progress overall. This includes in writing, where teaching has typically been weaker in the past and outcomes have not been good enough.
- The teaching of phonics is highly effective. Consequently, a consistently high number of pupils pass the phonics screening check at the end of Year 1.
- In some classes in key stage 3, the teaching of writing is inconsistent and, therefore, the quality of pupils' written work varies a great deal. This can adversely affect pupils' learning and progress. Teachers in the primary phase, particularly in key stage 2, do not share their successful approaches to teaching writing with their secondary colleagues.
- In key stage 3, there are very occasionally some incidents of low-level disruption that can hamper pupils' learning and progress. Leaders accept that, while learning and progress across key stage 3 are generally good, they are not as strong as in other key stages of the school. However, leaders have effective plans in place to address this issue.
- Across key stage 4, teachers plan the curriculum to great effect and teaching has a positive impact on pupils' outcomes. Overall, as a result of high-quality teaching, pupils' progress and achievement are extremely strong by the end of key stage 4.
- Pupils with SEND are taught well and they make good progress. This is particularly the case for those SEND pupils who access the specialist resource provision. However, leaders do not explore in sufficient depth how well the additional SEND funding is being used to improve teaching and learning for these pupils.
- Pupils are encouraged to discuss and debate ideas in lessons across the school. The development of communication and language skills is a strength.
- There is a strong focus on developing pupils' subject-specific vocabulary across both the primary and secondary phases. Pupils use this vocabulary well to explain their answers maturely and accurately. In the primary phase, pupils' use of more complex and sophisticated vocabulary is significantly improving the quality of their written work.
- Teachers give pupils high-quality verbal feedback. This is effective in helping pupils to improve their work. Teachers also use their questions well to test pupils' knowledge.
- Teaching assistants play a valuable role in supporting pupils' learning and progress across the school. Specialist learning support assistants are effective in supporting SEND pupils.
- Teachers routinely use their questions well to deepen pupils' knowledge and understanding. Teachers are skilled at formulating questions that allow them to identify misconceptions in pupils' learning.
- Teachers use assessment of how well pupils are progressing across subjects to inform their curriculum planning. Consequently, pupils make good progress across key stages

1 to 3 and excellent progress in key stage 4.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- William Hulme's Grammar School is a highly inclusive school where everyone is valued. Leaders are well on their way to developing 'articulate, well-educated and reflective students who can confidently play a positive role in society, living happy and full lives', as their vision intends
- Across most lessons, pupils demonstrate positive attitudes to learning. They take an active part in lessons and are keen to succeed. Pupils are proud of their school and the work that their teachers do to help them to achieve. Pupils are confident and self-assured.
- Around the school, pupils are respectful and they take care of their environment. Inspectors did not hear any pupils using derogatory language. Most pupils are ready to learn and they wear their uniforms with pride.
- Pupils say that bullying is rare and that when it does occur it is dealt with quickly and effectively. Staff and parents confirm this view.
- The school celebrates its cultural diversity well. However, some opportunities are missed to capitalise on the rich and diverse cultural experiences and backgrounds of the school's pupils. For example, in the primary phase, leaders do not use pupils' cultural experiences and heritages as a source of interest to develop pupils' writing skills.
- Leaders have an unwavering commitment to pupils' wider personal development. It is an integral part of their school improvement plan. There is a very strong programme of personal, social, health and economic education (PSHE) across the primary and secondary phases. This covers a range of subjects and themes effectively, for example: equality and diversity issues; local issues such as homelessness; strategies to maintain good mental health and well-being; how to stay fit and healthy; and keeping safe outside of school.
- One of the United Learning Trust's principles is that all pupils should have an 'education with character'. At William Hulme's Grammar School, there is an extensive extra-curricular programme coupled with plentiful leadership opportunities. In the primary school, pupils can be: school councillors; a member of the behaviour panel; a prefect; a sports leader; an 'eco-warrior'; and a member of the social action group that offers support in old people's homes. Pupils value these opportunities. At secondary school, there are an equal number of excellent leadership opportunities.
- Careers education, information, advice and guidance are a strength of the school. There is effective information for parents and pupils on the school's website. Leaders have established effective links with local business. They foster high aspirations in their pupils. Pupils begin a highly effective careers education programme in key stage 3. All Year 10 pupils undertake a well-planned work experience placement. Leaders ensure that all pupils receive extra support with their career choices, and in particular, those

pupils with SEND and disadvantaged pupils.

Behaviour

- The behaviour of pupils is good.
- Pupils' rates of attendance are good and are improving each year. The proportion of pupils who are regularly absent from school is below the national average. Leaders have successfully improved the attendance of disadvantaged pupils. They have also secured improvements to the attendance rates of pupils with SEND. Leaders include high attendance rates as part of the criteria for achieving the William Hulme's Way 'star student' award.
- The proportion of pupils who are permanently excluded or temporarily excluded from school has reduced significantly over time. This is because the behaviour policy that was introduced in 2016 is now fully embedded. Staff say that pupils behave well and parents think that the school promotes good behaviour in its pupils.
- Although reducing quickly, the number of pupils who are removed from lessons is higher than leaders would like. When pupils access the school's internal seclusion provision, teachers ensure that they continue to make progress in their learning. Leaders ensure that counselling is put into place before pupils return to lessons so that issues are less likely to reoccur.
- Pupils across the school understand the school's behaviour policy and the five elements of the 'Respect Charter', which underpin the William Hulme's Way. Pupils report that behaviour is generally very good, although occasionally there is some low-level disruption in a minority of lessons. This, however, is dealt with quickly by teachers and leaders.
- Pupils educated at alternative provision behave well and are well supported to make good progress in their learning. The provider says that the school's work to safeguard pupils at off-site provision is exemplary and that communication is extremely strong. The school also helps the alternative provider to reintegrate 'hard-to-place' pupils who need a second chance. The school's work in this area is excellent.

Outcomes for pupils

Good

- The results of the national assessments for pupils at the end of key stage 1 show that outcomes are improving year-on-year. By the end of Year 1 in 2018, pupils' achievement in reading, writing and mathematics was broadly in line with the national averages. Pupils made good progress from their starting points. Current pupils continue to make good progress across key stage 1. An increasing proportion of pupils now achieve at greater depth in these subjects.
- Phonics is taught effectively from the early years. Pupils use their phonics knowledge well in their reading and writing. The proportion of pupils who achieve the expected standard in the phonics screening check is high. Disadvantaged pupils are also well taught and are well supported to reach the expected standard in the phonics screening check.
- Pupils' progress in writing, by the end of key stage 2, has not been good enough in

previous years. However, leaders have taken effective action to address this concern. In 2018, pupils' progress in writing was similar to the national average. Moreover, current pupils make very good progress in their writing due to improvements to teaching and much higher expectations of the quality of work that pupils can and should produce. Pupils now use their knowledge of vocabulary, spelling and grammar to improve their everyday writing with increasing success.

- Pupils' progress in reading and mathematics by the end of key stage 2 is consistently good. Disadvantaged pupils also make good progress and achieve well by the end of this key stage.
- Pupils with SEND are well supported right across the school. Pupils with an education, health and care plan make good progress from their individual starting points. Pupils with SEND who do not have an education, health and care plan also make increasingly good progress.
- In the specialist resource provision, pupils with autism spectrum disorder make good progress from their starting points. These pupils access a range of high-quality specialist support and attend a wide range of mainstream lessons.
- Across key stage 3, pupils generally make good progress. However, some pupils do not make the progress that they should because their written work is underdeveloped and lacks depth and precision. Key stage 2 teachers do not share their strategies for improving pupils' writing with key stage 3 teachers.
- By the end of key stage 4, pupils' attainment is very high. The proportion of pupils who achieve a standard or strong pass in English and mathematics is significantly above the national average. Many pupils also attain very well across other subjects in the curriculum. There is no notable difference in the achievement of boys and girls.
- The most able pupils make significant progress by the end of key stage 4. They are well taught and well supported to excel.
- Children looked after and young carers make good progress because of good-quality teaching, strong pastoral support and a relentless focus on tracking their progress. Every effort is made to ensure that these pupils are well prepared to take their place in society.
- Pupils' progress in mathematics, science and modern foreign languages by the end of key stage 4 is excellent. Pupils also make good progress in English and humanities. Disadvantaged pupils make very good progress, across a wide range of subjects, by the end of key stage 4.
- The small number of pupils who access alternative provision make good progress on their chosen courses. Their progress is well tracked and communication with the provider is frequent.
- By the end of key stage 4, pupils are extremely well prepared for the next stages of their education, employment or training. Over time, the proportion of pupils who remain in education, employment or training is high and improving year-on-year.

Early years provision

Good

- Leadership of the early years is good and expectations of what children can and should

achieve are now high. Leaders have successfully secured significant improvements to the early years foundation stage since the previous inspection. There has been a strong, effective focus on developing the quality of teaching across this provision, which has expanded rapidly in recent years. Leaders' own evaluation of this phase is accurate. Development plans focus effectively on the key actions that will further improve early years provision.

- The proportion of children who reach a good level of development (GLD) is improving. This year, around three-quarters of children are on track to reach a GLD. This figure has been validated through the external moderation process. Added to this, an increasing proportion of children now exceed a GLD.
- Disadvantaged children also make very good progress from their starting points. Leaders focus effectively on removing barriers to learning for these children. Just under 90% of disadvantaged children are on track to reach a good level of development by the end of the year.
- There are effective procedures in place for the identification of children with SEND. Leaders work effectively with other agencies to support children with SEND. Staff receive appropriate training. Consequently, these children make good progress from their starting points.
- The quality of teaching in the early years is good. Adults and teachers ensure that activities and resources support the development of children's independent learning. Teachers and other adults provide children with an engaging environment in which they can learn, develop and flourish. As a result, children are well prepared for the demands of Year 1.
- Teachers and leaders hold meetings to discuss how well children are progressing on a daily basis. Teachers adjust the curriculum to meet the needs of children where needed. The curriculum is well planned, with an appropriate focus on early writing and mathematics.
- Staff provide parents with a good range of information about how well their children are progressing. Parents have access to workshops covering mathematics and English so that they can help their children at home.
- Phonics is taught well from Nursery. Teachers skilfully model vocabulary and pronunciation. In their writing, children apply their phonics knowledge with increasing accuracy.
- Staff engage effectively with children. Staff recognise that communication and language is a weaker area for some children. Consequently, they use conversations well to develop children's communication and language skills. Teachers think carefully about their questions to develop children's knowledge of vocabulary. Teachers encourage high levels of cooperation.
- Children behave well and they are keen to learn across the Nursery and Reception classes. Children behave particularly well in the outdoor provision. They take turns and share resources with one another.
- Safeguarding is highly effective. All statutory requirements are met. Staff have an excellent, up-to-date knowledge of safeguarding procedures and they know the procedures to follow should they have any concerns about the welfare or safety of a

child.

16 to 19 study programmes

Good

- At William Hulme’s Grammar School, the sixth form offers purely academic A-level courses. A significant number of students study mathematics, sciences and religious studies. Across all courses, current students make good progress from their starting points because of good-quality teaching.
- This was not always the case. In 2016, students’ progress was weak and in 2017, although students’ progress improved, it was still below the national average. The board of trustees, governors and the principal recognised that, to improve the sixth form further, an increase in leadership capacity was required. Since their appointment, sixth-form leaders have taken swift and effective action to improve students’ achievement. In 2018, overall outcomes for students were securely good.
- Leaders have also focused effectively on improving outcomes for disadvantaged students. This year, as a direct result of good-quality leadership, there is no difference in the quality of work produced by current disadvantaged students when compared to their peers. Current disadvantaged students make good progress from their starting points.
- The sixth-form curriculum is well planned and teachers sequence learning effectively. Teachers have very strong subject knowledge and use it to ensure that students progress well. Nevertheless, some teachers do not ensure that students think deeply enough about the concepts or subjects that they are studying. As a result, some students with the potential to excel do not achieve the highest grades.
- The very small number of students who enter the sixth form without a standard pass in English and mathematics are well supported to catch up. These students resit these qualifications and the overwhelming majority achieve a standard or strong pass by the end of Year 13.
- Almost all students complete their study programmes to the point of final assessment. Added to this, retention between Years 12 and 13 is good.
- Careers education, information, advice and guidance are good. All students are interviewed about their future career plans and aspirations. Leaders ensure that students are aware of the range of high-quality apprenticeships that are available to them. By the end of their studies, a very high proportion of students progress to higher education. In 2018, almost all students went to university.
- All Year 12 students undertake appropriate work experience placements. Students value these placements because of the high-quality skills that they learn. Added to this, students have the opportunity to volunteer in the community during their time at the sixth form.
- There is a strong focus on developing students’ employability skills. Students value this aspect of their learning. Students also value the PSHE programme that leaders provide. Students spoke knowledgeably about financial matters, politics, homelessness and their commitment to charity work.
- Students have access to a wide range of enrichment opportunities. For example, they

participate in sports clubs, the Duke of Edinburgh's Award, drama clubs, music clubs, poetry appreciation club and the Combined Cadet Force. Students have numerous opportunities to develop leadership skills, for example as prefects and peer mentors. Other students run clubs and activities, for example 'Feel-good Friday', which promotes students' mental health and well-being.

- Students in the sixth form behave very well. Students have very positive relationships with each other and with their teachers. They benefit from a well-resourced sixth-form centre where they can learn and study together effectively.
- Students' rates of attendance are also good and improving. There is a three-year upward trend in attendance rates because leaders effectively ensure that students are in school to learn. Safeguarding procedures are also highly effective.
- There is a tangible commitment to equality and diversity in the sixth form. Students' differences are accepted and celebrated. This is a key strength.

School details

Unique reference number	135296
Local authority	Manchester
Inspection number	10054402

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

Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	3 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1403
Of which, number on roll in 16 to 19 study programmes	122
Appropriate authority	Board of trustees
Chair	Mr David Marsden
Principal	Mr Peter Mulholland
Executive principal	Mr Frank McCarron
Telephone number	01612262054
Website	www.whgs-academy.org
Email address	enquiries@whgs-academy.org
Date of previous inspection	6 March 2018

Information about this school

- William Hulme’s Grammar School is larger than the average-sized school. It is an all-through school that is part of the United Learning Trust.
- The United Learning Trust comprises 60 state sector academies, three free schools and 13 independent schools operated within the United Church Schools Trust. At William Hulme’s Grammar School, the board of trustees is accountable for the school. As part of the governance structure, the regional directors and senior director also hold leaders to account. The scheme of delegation sets out clearly what powers have been

delegated to the local governing body.

- The school has gone through an extensive expansion programme. In September 2016, a new two-form entry primary building opened, including a Nursery provision.
- From September 2017, the admission number into Year 7 increased to 180 pupils.
- A new sixth-form centre building opened in September 2017.
- In January 2018, the school opened a specialist, local-authority-funded resource provision for pupils with autism spectrum disorder who have an education, health and care plan. Currently, there are seven pupils on roll from across the school.
- The proportion of pupils across the school with an education, health and care plan is above the national average.
- A new headteacher was appointed to the primary school in 2017. A new deputy headteacher was appointed in the primary phase in 2018.
- The school is a 'hub' school for subject networks, including mathematics.
- There is a higher proportion of boys on roll than girls.
- The proportion of disadvantaged pupils on roll is higher than the national average.
- A large majority of pupils speak English as an additional language and a significant number of pupils are from minority ethnic backgrounds.
- A small number of pupils are educated at the Manchester Pupil Referral Unit.

Information about this inspection

- Inspectors formally observed teaching in a wide range of lessons across the early years foundation stage, key stages 1 and 2, key stages 3 and 4, and key stage 5. Inspectors undertook some observations jointly with senior leaders. Shorter learning walks across a series of lessons were also undertaken jointly with leaders.
- Inspectors undertook an in-depth analysis of pupils' work in several subjects across the school and across all key stages, including the early years foundation stage. Inspectors also focused on disadvantaged pupils' work. Scrutinies of work were jointly conducted with leaders. In addition, inspectors looked at a wide range of pupils' work in lessons. Inspectors also reviewed the work of pupils with SEND. An inspector spoke with pupils in the school's specialist resource unit.
- Meetings were held with a range of staff and governors, including: senior leaders; members of the local governing body; the regional directors and deputy regional director for secondary; middle leaders and subject leaders; the special educational needs coordinator; teachers and teaching assistants; newly qualified and recently qualified teachers; and pastoral leaders and learning mentors.
- A range of documentation was scrutinised by the inspection team, including: safeguarding documentation; the school's own self-evaluation; the school improvement plan; the pupil premium strategy; the primary physical education and sports premium funding review; the school's analysis of the impact of the literacy and numeracy catch-up funding; documentation relating to pupils with SEND; information about the quality of teaching, learning and assessment; information about ongoing teacher training; minutes of the meetings of the local governing body; information about how well current pupils are progressing in their learning; analyses of past pupils' performance; and behaviour and attendance records.
- Observations of pupils' behaviour were undertaken at the start of the school day, during the school day, between lessons, during breaktimes and at lunchtimes. Inspectors met formally with a range of pupils from key stages 1 to 5.
- The inspection team considered 70 responses to Ofsted's online questionnaire, Parent View, as well as 39 responses to Ofsted's free-text service. Inspectors also took account of 31 responses to Ofsted's pupil survey and 106 responses to Ofsted's staff survey.

Inspection team

Jonathan Smart, lead inspector	Her Majesty's Inspector
Stephen Rigby	Ofsted Inspector
Zarina Connolly	Ofsted Inspector
David Roberts	Ofsted Inspector
Timothy Gartside	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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