

# Inspection of Manchester Health Academy

Moor Road, Wythenshawe, Greater Manchester M23 9BP

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Inspection dates: 3–4 March 2020

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Sixth-form provision

**Inadequate**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils are beginning to learn more than they have in the past. Teachers are starting to raise their expectations of pupils. However, pupils and students at this school have not achieved well for far too long. This is especially the case for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

The pupils and students whom we spoke with told us that they feel safe in school. They describe the school as a happy place and they are positive about the recent improvements in behaviour. However, a minority of pupils have concerns about the behaviour on the school's busiest corridors. Others told us that their learning in lessons is sometimes disrupted, but that this is not commonplace.

Although pupils' attendance has started to improve, too many pupils and students do not attend school regularly. They miss out on vital learning.

Mostly, pupils and students told us that bullying is dealt with swiftly. They are confident that there is someone to talk to if they have any concerns.

Pupils appreciate the wide variety of clubs on offer, such as those for sports, cooking and drama. They value visits from guest speakers to learn about careers. They enjoy the various trips that are organised to enhance their learning.

## **What does the school do well and what does it need to do better?**

Pupils have underachieved considerably in their GCSE examinations in many subjects, including English, mathematics and science. Far too many pupils have not gained the qualifications that they need to be successful. This is especially the case for disadvantaged pupils and pupils with SEND.

Subject curriculums in the past have not been challenging enough for pupils to achieve well. Leaders are introducing more demanding curriculums across the school. These curriculums build effectively on what pupils learn at primary school. This is starting to have a positive effect on pupils' learning in some subjects, such as mathematics. However, much of this work remains in its infancy. Changes to the curriculum have not had enough impact on the quality of education for many pupils. For instance, leaders in English and geography have only started to address key weaknesses very recently.

In some subjects, leaders have considered carefully the order in which pupils learn about different topics in some year groups. For example, leaders in music ensure that younger pupils understand important subject vocabulary. In art, teachers ensure that older pupils can build well on earlier learning. However, there remain too many weaknesses in how subject curriculums are delivered across the school.

Many older pupils have large gaps in their knowledge. There are inconsistencies in how well teachers help pupils to overcome misconceptions and address the gaps in

their learning. In mathematics, leaders have introduced systems to help teachers address pupils' errors. When these are used well, they are highly effective at helping pupils to overcome their mistakes. That said, some teachers do not use these systems properly. As a result, some pupils' errors are not rectified and they struggle with new learning.

In the sixth form, those students who did not achieve standard passes or higher in their mathematics and English GCSE examinations do not receive appropriate support. There is time set aside for students to develop and improve their mathematics and English. However, some students explained to us that they do not attend these sessions. We found this to be the case. Leaders' systems to check on and develop this aspect of the sixth form have been ineffective. Leaders and those responsible for governance had made the decision to close the sixth form prior to this inspection.

The learning of too many pupils and students is hampered by their absence from school. This is especially the case for disadvantaged pupils. There are some signs of recent improvement in this area. However, pupils' attendance remains below the national average. In the sixth form, students' attendance over a recent two-week period was particularly concerning.

Leaders do not ensure that teachers have enough information to meet the needs of pupils and students with SEND. The information that teachers receive does not focus enough on how they should adapt the curriculum to meet the needs of these pupils. Some teachers do not have high enough expectations of what this group of pupils can achieve. As a result, too many pupils with SEND submit work of a poor quality and underachieve considerably at the end of key stage 4. Pupils with SEND are more likely to be excluded from school than their peers for incidents of poor behaviour.

Most pupils and students behave well, both during lessons and around school. Many pupils are polite and courteous. However, pupils explained to us that a minority of pupils 'mess about' and that this gets in the way of their learning. This is particularly the case when they have a temporary teacher.

Pupils benefit from a well-designed health curriculum. Leaders have considered this content carefully. It is delivered by subject specialists and it helps pupils to keep themselves safe and healthy. For example, pupils learn about the dangers of legal highs, alcohol misuse and knife crime. Pupils also learn how to administer first aid. Pupils learn about faiths and cultures that are different from their own through the ethics curriculum. Mostly, pupils are tolerant and respectful. They understand and respect the differences that exist in their community.

Leaders ensure that pupils and students benefit from a well-planned careers programme. Pupils and students value opportunities to learn from meaningful work experience. Most pupils and students remain in education, employment or training when they leave the school.

Leaders and governors are aware of those aspects of the school that require significant improvement. For instance, leaders have already worked to address the weaknesses in pupils' literacy skills. The senior leadership team has been strengthened. Subject leaders are becoming more effective in their roles. There are signs that governors are providing a higher level of challenge to leaders than they have done in the past. Staff told us that leaders are considerate of their well-being and workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders complete all necessary recruitment checks on staff. Staff receive regular safeguarding training. For example, they have recently had training about the possible signs of radicalisation. Staff understand the procedures that they must follow if they have concerns about a pupil. Leaders ensure that vulnerable pupils receive appropriate help. This includes support from a wide range of other agencies.

Pupils learn how to keep themselves safe. For instance, they have recently learned about the dangers of drug misuse and how to stay safe online. Through the health curriculum, pupils also learn how to look after their own mental health.

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

### **(Information for the school and appropriate authority)**

- Leaders have been unable to make enough improvements to the progress that pupils make between key stages 2 and 4. Pupils, including disadvantaged pupils and those with SEND, do not achieve well in their GCSE examinations. This means that they are less likely to succeed in the next stage of education, employment or training. Leaders should build on the recent developments to the curriculum so that it has a greater impact on pupils' achievement and enables pupils to be more successful.
- Leaders do not routinely provide teachers with high-quality information about pupils with SEND. This means that teachers do not have the information that they need to adapt the curriculum for this group of pupils. Leaders must act urgently to ensure that teachers have the information they need to meet the needs of pupils with SEND.
- Some teachers do not have high enough expectations for what pupils with SEND can achieve. As a result, many of these pupils submit work that is incomplete or poor in quality. Teachers must expect the best of all pupils so that they can achieve the high academic standards of which they are capable.
- Leaders have not ensured that subject curriculums are delivered consistently well. Some teachers do not routinely address pupils' errors and misconceptions. Nor do they address gaps in pupils' knowledge effectively. This means that some pupils struggle to apply their knowledge to new learning. Leaders must ensure that

teachers use assessment systematically to identify and address pupils' misconceptions and help pupils to overcome the large gaps in their learning.

- Too many pupils and students are regularly absent from school. This is especially the case for disadvantaged pupils. This means that they miss out on important learning. Leaders must act to ensure that pupils and students attend school regularly and to reduce the proportion who are regularly absent.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	135875
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10087676
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	919
<b>Of which, number on roll in the sixth form</b>	11
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Kathy Cowell
<b>Principal</b>	Kevin Green
<b>Website</b>	<a href="http://www.manchesterhealthacademy.org.uk">www.manchesterhealthacademy.org.uk</a>
<b>Date of previous inspection</b>	28–29 April 2015

## Information about this school

- A new principal has been appointed since the previous inspection. The principal was appointed in September 2017. Two new vice-principals have also taken up their roles since the principal's appointment.
- The school uses alternative provision for a small number of pupils at Manchester Secondary Pupil Referral Unit, EdStart, Broadstones and Music Stuff Education.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

In accordance with section 44(2) of the Education Act 2005, 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.

- During the inspection, we spoke with pupils and staff. As the lead inspector, I spoke with the vice-chair of the local governing body. I spoke on the telephone with another representative from the governing body. I also spoke on the telephone with two representatives from the local authority.
- We considered a range of school documents, including leaders' assessment of the school's strengths and weaknesses, and documents relating to governance. We checked leaders' information about pupils' behaviour, exclusions and attendance. We also considered leaders' information about pupils with SEND.
- We spoke with representatives of some of the alternative providers used by the school. We looked at leaders' records of appointment checks on staff and other documents relating to safeguarding.
- We considered 46 responses to Ofsted's questionnaire for staff and 65 responses to Ofsted's questionnaire for pupils. We considered the views expressed by parents and carers in the 243 responses to Ofsted's online survey, Parent View, including the 36 comments received via Ofsted's free-text facility.
- As part of the inspection, we did deep dives in the following subjects: geography, science, mathematics, art and English. In these subjects, we spoke with pupils, teaching staff and subject leaders. We checked pupils' work and visited lessons. Other subjects were also considered as part of this inspection, including history, Spanish, ethics and music.

## Inspection team

Emma Gregory, lead inspector	Her Majesty's Inspector
Mark Cocker	Ofsted Inspector
Deborah Bailey	Ofsted Inspector
Iain Sim	Ofsted Inspector
Jonathan Smart	Senior Her Majesty's Inspector

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