

# Inspection of Greater Manchester Alternative Provision

87 Blandford Street, Ashton Under Lyne, Tameside OL6 7HW

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Inspection dates: 12 to 14 September 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

**No**

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

Most pupils are committed to their learning at Greater Manchester Alternative Provision. Many were disengaged from education before they started at this school and have missed significant amounts of learning. Pupils value the time and attention that staff here give to them. Typically, pupils said that they are much happier in this school and come to school more than previously. However, some pupils do not attend as well as they should. The school is working closely with parents and carers and referring schools to help these pupils to improve their attendance.

The school has high expectations for all pupils. Pupils respond positively to the help that staff provide to support them in their learning. The school has a calm atmosphere, and pupils behave well. By the end of key stage 4, most pupils achieve the qualifications that they need to move on to the next stage of their education. However, the school's curriculum does not enable pupils to study a broad enough range of subjects. Nor does it take into account pupils' prior knowledge in some subjects.

Pupils appreciate the opportunities that they have to spend time outdoors in the local area. For example, they enjoy walks in a nature reserve, park and by a canal. These experiences help pupils to learn more about their local community and support a healthy lifestyle.

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

The school's curriculum is generally well designed and coherent. It identifies the important knowledge that pupils should learn and the order in which they should learn it. Pupils who may have additional needs are identified quickly, and the school ensures that they get the further help that they require. However, the curriculum is not as broad and rich as it should be. Pupils do not experience physical education (PE). They also do not have access to technological or creative education. This means that some pupils do not develop the breadth of knowledge that they need for their future lives.

In some subjects, the work given to pupils, including those with special educational needs and/or disabilities (SEND), helps them to learn the intended curriculum well. Teaching approaches, activities and materials help pupils to build knowledge successfully over time. However, in some other subjects, pupils do not learn the intended curriculum as well as they should. The curriculum is sometimes not taught in the order that is outlined in the school's plans and schemes of work. Also, the work given to pupils does not help them to develop a sufficiently detailed knowledge and understanding of subject content over time. This means that some pupils' learning is not as secure as it should be in these subjects.

The school has developed a consistent approach to assessment to check what pupils know and can remember. In the main, teachers address any misconceptions that pupils may have. However, in some subjects, assessment information is not used

effectively enough to inform future teaching. On occasion, the school does not take into account the gaps that pupils may have in their learning due to their previous experiences. From time to time, the school does not adapt the delivery of the curriculum sufficiently well to meet the needs of all pupils, including those with SEND. This means that pupils do not achieve as well as they should in some subjects.

Pupils read extensively in their lessons. Many are confident and fluent readers. However, most pupils do not enjoy reading. The school is aware of this and is working with pupils to help them to realise the benefits of reading for pleasure. The school checks pupils' reading knowledge regularly to identify and support those pupils who may be struggling readers.

Most pupils' attitudes to learning are positive. They focus on their lessons and accept help and support from staff. They take pride in the work that they produce. The relationships between staff and pupils are strong. Pupils feel listened to, respected and safe. Bullying and discrimination are not tolerated and are addressed quickly by the school should they occur.

The school has developed a comprehensive personal, social and health education (PSHE) and relationships and sex education curriculum. They are designed to meet the specific needs of pupils, including helping them to make healthy lifestyle choices. The school also helps pupils to develop resilience, perseverance and confidence, and to plan for long-term goals. Pupils are given opportunities to discuss and debate their ideas. They learn to listen to each other and to respect opinions that are different to their own.

Pupils access appropriate impartial careers information, education, advice and guidance. They learn about different careers and the pathways into them. This programme helps pupils to think carefully about the next stage of their education. For example, most pupils are successful in securing a place in post-16 provision.

The proprietor and school leaders do not have sufficient oversight of whether the school consistently meets the independent school standards (the standards). For example, the proprietor's systems to hold leaders to account for the quality of education that pupils receive are underdeveloped.

The school meets some health and safety requirements, including risk assessments. Classrooms are bright, clean and well resourced. However, the school does not have a suitably qualified fire marshal or first aider. Moreover, there is no suitable outdoor space for pupils to play or participate in PE lessons.

Policies, including an effective safeguarding policy that includes the current government requirements, are made available to parents on the school's website and also on request.

Leaders have ensured that the school is compliant with schedule 10 of the Equality Act 2010.

The staff team is very small in number. However, the school has prioritised the workload and well-being of staff. This enables staff to put their focus on teaching. The school also engages successfully with parents and with referring schools to further support pupils' education.

The school has not ensured that the standards are consistently and securely met. It has failed to ensure that all the standards about the quality of education, the welfare, health and safety of pupils, and the premises and accommodation are met.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- The proprietor has not ensured that all the standards are met. This has led to some weaknesses in the quality of education that pupils receive and the arrangements to promote pupils' welfare, health and safety. The proprietor must ensure that the standards are consistently and securely met.
- Some of the systems in place to hold leaders and managers to account are underdeveloped. As a result, the proprietor is not assured of the strengths and weaknesses of the school. The proprietor must ensure that there are clear lines of accountability in place.
- The school has not ensured that the curriculum is broad enough for all pupils. This means that some pupils do not acquire knowledge across a sufficiently wide range of subjects. The school must ensure that pupils learn a broad and rich curriculum so that they can gain the knowledge that they need for their future lives.
- In some subjects, the curriculum is not delivered as intended, or adapted as well as it should be, to meet the needs of pupils, including those with SEND. This means that some pupils do not build knowledge as well as they should over time. The school must ensure that teachers deliver the curriculum as outlined in the plans and schemes of work. They should adapt the delivery of the curriculum to meet the needs of pupils with SEND.
- In some subjects, the school's assessment systems do not identify where pupils have gaps in their learning. Consequently, some pupils do not have secure enough foundations on which to build new learning. The school should ensure that gaps in pupils' knowledge are identified and addressed before teachers move on to new learning.

## **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 information from Ofsted Parent View 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.

## School details

<b>Unique reference number</b>	145290
<b>DfE registration number</b>	357/6005
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10286456
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent special school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	14
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Cerise Pike
<b>Headteacher</b>	Shane Mahon
<b>Annual fees (day pupils)</b>	£10,450
<b>Telephone number</b>	0161 4597447
<b>Website</b>	<a href="http://www.gma-provision.co.uk">www.gma-provision.co.uk</a>
<b>Email address</b>	<a href="mailto:gmaprovision@gmail.com">gmaprovision@gmail.com</a>
<b>Date of previous inspection</b>	7 to 9 December 2021

## Information about this school

- The previous standard inspection was on 7 to 9 December 2021.
- The school is located at 87 Blandford Street, Ashton Under Lyne, Tameside, OL6 7HW.
- The school provides short-term placements for pupils who are disengaged from education or at risk of exclusion from education.
- Leaders do not make use of alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Inspections are a point-in-time judgement about the quality of a school's education provision.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- This inspection, commissioned by the Department for Education, was unannounced and was brought forward in the inspection cycle.
- Inspectors spoke with the proprietor, the headteacher and staff.
- Inspectors reviewed a range of documentation, including that relating to the standards and the curriculum.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record, took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- There were no responses to Ofsted Parent View. However, inspectors spoke with some parents during the inspection. There were no responses to Ofsted's pupil or staff surveys. However, inspectors spoke with pupils about their learning and experiences in school. They also spoke with staff during the inspection.
- Inspectors observed pupils' behaviour at breaktime and lunchtime, in lessons and around the school.
- Inspectors carried out deep dives in English, mathematics and PSHE. They met leaders and teachers and visited a sample of lessons. Inspectors spoke with pupils about their learning in these subjects. They also considered the curriculum

across some other subject areas and looked at examples of pupils' work.

- The lead inspector toured the school premises to check the suitability of the premises and accommodation against the relevant standards.

### **Inspection team**

Sally Timmons, lead inspector

His Majesty's Inspector

Ben Hill

His Majesty's Inspector



## **Annex. Compliance with regulatory requirements**

### **The school failed to meet the following independent school standards**

#### **Part 1. Quality of education provided**

- 2(1) The standard in this paragraph is met if-
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work-
    - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

#### **Part 3. Welfare, health and safety of pupils**

- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

## **Part 5. Premises of and accommodation at schools**

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
  - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable-
  - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum; and
  - 29(1)(b) pupils to play outside.

## **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school-
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

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