

Inspection of The East Manchester Academy

60 Grey Mare Lane, Beswick, Manchester, Greater Manchester M11 3DS

Inspection dates:	18 and 19 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Requires Improvement

The headteacher of this school is Jacqueline Bowen. This school is part of the Greater Manchester Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Damian Owen, and overseen by a board of trustees, chaired by Suzannah Mary Reeves.

What is it like to attend this school?

The sense of community is tangible in this inclusive school. Pupils thrive under the care of staff who know them well. The 'REACH' values of respect, equality, ambition, care and hard work are an everyday part of school life. Visitors are welcomed warmly by pupils who are proud of their school. The East Manchester Academy (TEMA) embodies hope and ambition for all its pupils.

All pupils benefit from extensive personal development opportunities through the 'TEMA offer'. Extra-curricular activities and visits are incorporated into the school day so all pupils develop their cultural knowledge and understanding through high-quality experiences. Many pupils also play sports for the school, take part in the school production or complete their Duke of Edinburgh's Award scheme. Pupil leadership roles are sought after highly. Pupils' views are valued and acted upon.

The school has high expectations for all its pupils. Pupils understand the value of the education they receive. They are studious in lessons and learn well in most subjects.

Pupils are taught about appropriate behaviour. As a result, they fully understand the high expectations of the school. Most pupils behave very well. Pupils trust staff to deal swiftly with any incidents of poor behaviour. Pupils have highly positive relationships with one another and with staff. All members of the school community are valued.

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

The school has worked effectively to understand and mitigate the barriers that face their most disadvantaged pupils. They are ably supported by an effective team of trustees and members of the local academy committee. Their shared vision is to transform the local community by educating its children. As a result, the school has continued its journey of rapid improvement since the last inspection. To prepare pupils well for their future lives, they have put in place a broad and ambitious curriculum. It is designed successfully to build pupils' knowledge progressively over time. As a result, pupils demonstrate clear progress in their learning, and most achieve well.

Teachers have strong subject knowledge. They present information clearly. The school has prioritised making sure staff have the expertise to teach the curriculum as intended. Teachers regularly check pupils' knowledge and act quickly to address misconceptions. Consequently, pupils' published outcomes have improved over time. For pupils who sat their GCSEs in 2024, the progress from their starting points in a small number of subjects was lower than the national average. This is because, in the past, gaps in pupils' knowledge in these subjects were not identified and addressed well enough. Current pupils are making better progress through the curriculum.

Pupils with special educational needs and/or disabilities (SEND) are supported well. The school accurately identifies pupils' specific needs and shares this information with staff. Careful adaptations are made to ensure pupils with SEND learn the curriculum and are ready for their next steps.

The school systematically identifies pupils who may need additional help to read fluently. Pupils at key stage 3 and pupils who speak English as an additional language benefit from high-quality support. Consequently, these pupils quickly gain the knowledge and skills needed to become more fluent readers. However, some older pupils are not receiving the support needed to develop their reading skills. This hinders their ability to access some parts of the curriculum.

Staff follow a consistent approach to managing behaviour. Clear routines help pupils to behave well. The school has employed an extensive range of strategies to improve pupils' attendance. Staff work productively with pupils and their families to understand and address any barriers to good attendance. As a consequence, most pupils attend school regularly.

The school places considerable emphasis on pupils' personal development. It has developed an exceptional programme which is comprehensive and closely tailored to the needs of its pupils. Well-trained staff teach pupils how to keep themselves healthy and safe. Pupils value these lessons, recognising the importance of the skills and knowledge they are taught. Pupils develop self-confidence in an environment which welcomes and celebrates difference.

All pupils in Years 7 to 9 have an enrichment lesson in their timetable. During this time, they can choose from an array of high-quality extra-curricular activities. This means the talents and interests of all pupils are fostered. The school has developed its careers education, which is now well adapted to meet individual needs. As a result, all pupils receive effective careers advice and guidance. Year 11 pupils are ably supported to secure appropriate next steps.

Pastoral care is exceptional. It is founded upon a thorough knowledge of each individual pupil. Staff work in close partnership with families and outside agencies to ensure that vulnerable pupils receive the additional support they need.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that some older pupils who struggle with reading get the support they need to help them become fluent readers. This hinders these pupils in accessing the curriculum as the school intends. The school should ensure that it provides appropriate support for pupils who struggle with reading across all age groups.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144494
Local authority	Manchester
Inspection number	10378019
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,033
Appropriate authority	Board of trustees
Chair of trust	Suzannah Mary Reeves
CEO of the trust	Damian Owen
Headteacher	Jacqueline Bowen
Website	www.theeastmanchesteracademy.co.uk
Dates of previous inspection	11 and 12 January 2023, under section 5 of the Education Act 2005.

Information about this school

- The school is part of the Greater Manchester Education Trust.
- The school currently uses four registered and one unregistered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the 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.
- The lead inspector met with members of the local academy committee, including the chair of governors. She spoke with trustees, including the chair of the trust board and the CEO of the trust. She also spoke with a representative of the local authority.
- During the inspection, inspectors met with the headteacher. They also met with other senior and middle leaders, including those responsible for safeguarding, SEND, behaviour, attendance and personal development. An inspector spoke with leaders at the alternative provisions used by the school.
- Inspectors carried out deep dives in these subjects: English, history, mathematics, modern foreign languages, physical education and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. They also discussed the curriculum and visited lessons in some other subjects.
- Inspectors spoke with groups of pupils about their experiences at school and their views of behaviour and bullying. They also observed pupils’ behaviour during lessons and at breaktimes.
- Inspectors scrutinised a range of documentation, including the school’s self-evaluation document, the school’s improvement plans, minutes of governing body meetings and records of pupils’ behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted’s online surveys for staff and for pupils.

Inspection team

Stephanie Gill, lead inspector	Ofsted Inspector
Joe Barker	Ofsted Inspector
Chris Glennon	Ofsted Inspector
Scott Maclean	Ofsted Inspector

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