

# Manor High School

Inspection report - amended

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<b>Unique Reference Number</b>	130943
<b>Local Authority</b>	Trafford
<b>Inspection number</b>	315669
<b>Inspection dates</b>	19–20 September 2007
<b>Reporting inspector</b>	Melvyn Blackband

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

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	139
6th form	21
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ailsa Conce
<b>Headteacher</b>	Mr Neil Eltringham
<b>Date of previous school inspection</b>	19 January 2004
<b>School address</b>	Manor Avenue Sale Cheshire M33 5JX
<b>Telephone number</b>	0161 9761553
<b>Fax number</b>	0161 9765415

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<b>Age group</b>	11-18
<b>Inspection dates</b>	19–20 September 2007
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## Amended Report Addendum

Sentence removed from care, guidance and support paragraph.

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Manor High School provides for pupils with moderate learning difficulties. In addition to their learning needs, about one in three of the pupils have significant social and behavioural difficulties and ten pupils have statements of special educational need, with autism as their primary need. There are twice as many boys as girls at the school. Most pupils are White British with very few from other ethnic groups. Almost half of the pupils are entitled to free school meals.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school in which pupils' personal development is outstanding. Because of their learning difficulties, and in some cases their added social and behavioural problems, the standards attained by pupils at the time of their entry to the school are below average. All pupils achieve well, and a few make outstanding progress. The pupils say they love coming to school, and parents are very happy for their children to attend, knowing they will be safe, that they enjoy their lessons and that the school has high expectations of their progress. One parent commented: 'The school far exceeds our expectations. my child has come on in leaps and bounds.'

All the pupils in the 11 to 16 age range and in the post-16 department make excellent progress in their personal development. This underpins the pupils' continuing motivation to learn and their good achievement. The quality of teaching is good throughout the school. The teachers ensure that their lessons are interesting, well paced and challenging. As a result, the pupils enjoy their work and respond by trying their best. The school's assessment of the pupils' overall achievement is well recorded. However, assessment is not used as sharply as it could be to set pupils targets for learning that will challenge them further and to help managers to form easily an overview of pupils' achievements. At times, pupils are unsure how to improve their already good work even more. The curriculum is effective and very well managed by subject leaders. It is enriched by the excellent use of off-site visits to extend the pupils' social and cultural understanding and by the procedures to enable pupils to mix socially with pupils from a number of mainstream secondary schools.

The pupils thrive within the caring and supportive ethos of the school. Children with continuing behaviour problems or personal difficulties are very quickly identified and supported. A strong emphasis is placed on personal, social and health education (PHSE). This promotes the pupils' emotional and behavioural development and they learn how to keep healthy, to stay safe and to behave well. The pupils are involved wherever possible in the decisions that affect them. Pupils in the post-16 part of the school make excellent gains in their level of maturity and self-confidence, helped by a good programme of work experience. The provision for the group of pupils with autistic spectrum conditions is good. Most of these pupils have well supported opportunities to join a variety of other classes. The pupils value their school. This is evident through the exceptional relationships they have with staff, their good attendance and the way they all proudly wear their uniforms.

All this occurs because of good leadership and management. The headteacher is highly regarded by staff and his work is outstanding, particularly in ensuring that staff work as a close-knit team and share a common vision for the school. A strong management team supports him. The school evaluates its work well. It seeks and acts on the views of all connected with the school, including the pupils. The governing body is supportive and monitors aspects of the school's work robustly. The school has made continuous improvement since the previous inspection and has good capacity to improve further.

### Effectiveness of the sixth form

#### Grade: 2

Pupils make outstanding progress in their personal development because of excellent procedures to develop their experiences of adult life. The school has developed an ambitious work experience

and community placement programme to which the pupils respond enthusiastically. The staff effectively promote an adult ethos and mature behaviour. Because of this effective support, the pupils are able to achieve well through a range of nationally accredited courses. Good teaching results in pupils making good progress, particularly in areas connected to their life skills. However, opportunities for pupils to make their own choices within the curriculum are not quite as strong as they might be. The pupils benefit from a variety of experiences outside school, for example the well organised residential visit each year to a caravan on the coast. The department is well led and managed.

### **What the school should do to improve further**

- Use assessment more consistently to set and track realistic but challenging learning targets for pupils.
- Give pupils clearer guidance on what they need to do to improve their work and thus make progress even more quickly.

## **Achievement and standards**

**Grade: 2**

**Grade for sixth form: 2**

Pupils enter the school with below average levels of attainment but make good progress throughout the school. Most pupils in Year 11 achieve success in a range of qualifications, including GCSE. Most pupils attain the higher grades in entry level accreditation. Their achievement is particularly good because many pupils enter the school with poor attitudes to education and a history of failure at other schools. Post-16 pupils continue to make good progress especially in basic skills, in their independence and with their confidence to join the adult world. Pupils make outstanding progress in their personal development because of ambitious and well monitored behavioural targets which have a strong positive impact on their academic achievements. The pupils' good achievements in literacy and numeracy show consistent improvement.

## **Personal development and well-being**

**Grade: 1**

**Grade for sixth form: 1**

Pupils' excellent progress in personal development reflects the school's strong management of behaviour and emphasis on moral and social values. Pupils' spiritual, moral and cultural development is outstanding. Their social development is exemplary and a major strength of the school. The pupils are delightful in their openness and friendliness to staff and other pupils. Pupils respond very well to the rewards and praise they are given. As a result, they work harder, behave better, and make good progress.

The school is calm because pupils feel safe and confident and know what is expected from them. When pupils' behaviour, on rare occasions, becomes unacceptable it is dealt with calmly and with understanding and support for the pupil involved. Pupils develop their understanding extremely well of sex and relationships and drugs education through very good provision in PSHE. They gradually gain knowledge of healthy lifestyles and healthy eating and they have very good opportunities to take part in physical activity during the day and at lunchtimes. They develop their social skills through the many communal activities. Older pupils in Year 11 and post-16 provision learn valuable work-related skills through work experience. Attendance is

good and has improved over several years. This is because pupils say they enjoy school so much and love to be there. Those pupils who were spoken to were emphatic that there was no bullying and that they found this school better than any other they had attended. Parents generally have a very high regard for the school. A typical comment is: 'Since coming here he has gone from strength to strength.'

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Teachers know their pupils very well and this enables them to plan interesting well paced lessons. Teachers, in most cases, are subject specialists. The pupils like their teachers. There are very good relationships between classroom teams and the teaching assistants support pupils very effectively. The management of behaviour is excellent. Pupils understand and respond to clear routines. They enjoy their lessons and try their best. Teaching in the post-16 department is well planned to promote the pupils' independence and self-confidence. Classroom staff play a full part in assessing and recording each small step in pupils' progress. However, the assessment is not used as consistently as it might be to sharpen pupils' learning targets so as to extend their achievement from good to outstanding.

### **Curriculum and other activities**

**Grade: 2**

**Grade for sixth form: 2**

Pupils enjoy a full and exciting curriculum which is rigorously monitored for effectiveness. There is a range of very good programmes for post-16 pupils and particularly good provision for work-related learning. Programmes in PSHE underpin much of the school's work and these have a significant impact on the pupils' achievement in personal skills and their knowledge about the advantages of a healthy lifestyle and about their own safety. There is a wide range of very well planned activities that help pupils to learn in everyday situations, for example teaching them to behave appropriately in the community. Some of the excellent gains which all pupils make in their personal development are attributable to the opportunities they have to go on visits and take part in residential experiences. This adds substantially to the pupils' social skills, their self-confidence and their interest in learning. The school provides a good range of opportunities for pupils to socialise and work with mainstream students.

### **Care, guidance and support**

**Grade: 2**

**Grade for sixth form: 2**

The school provides a high standard of care for pupils. Child protection procedures are effective. There are appropriate procedures for risk assessment and the necessary checks on staff are in place. Pupils have many opportunities to talk to adults including about any day-to-day concerns they may have. Relationships are extremely supportive. The pupils have a very good understanding of their personal development targets because staff tell them how well they are doing and reward them with merits. While teachers give appropriate feedback to pupils about their work, pupils are not always as clear as they might be how to take that extra step to raise

their achievement to outstanding. Pupils receive very clear advice and support about their future as they are about to leave school. There are very good links with local colleges, which results in almost all pupils taking advantage of further education courses when they leave the school.

## **Leadership and management**

**Grade: 2**

**Grade for sixth form: 2**

The headteacher shows outstanding leadership through his determination to maintain the highest standards of pastoral care and through improving the quality of teaching and learning. A strong senior team supports him. Senior managers are extending the effectiveness of systems for evaluating provision. Also, they are supporting middle managers well, who in turn are improving the monitoring of pupils' standards and progress, so as to match the high levels of support and tracking of pupils' personal development.

Communication within the school is excellent. Staff feel fully consulted, involved and valued. There are excellent procedures to support new teachers, and professional training is relevant to all staff, for example in the whole-school training on behaviour management. Governors provide effective support to the school. They have a clear understanding of the school's strengths and areas for development through meeting staff and visiting school regularly. Relationships with parents are extremely good. The communication between home and school is very well organised and parents are actively encouraged to be involved with their children's education. The school has maintained consistent improvement since the previous inspection and has good capacity to improve further.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	1	1
The capacity to make any necessary improvements	2	2

### Achievement and standards

How well do learners achieve?	2	2
The standards <sup>1</sup> reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	1
The extent to which learners adopt healthy lifestyles	1	1
The extent to which learners adopt safe practices	1	1
How well learners enjoy their education	1	1
The attendance of learners	1	1
The behaviour of learners	2	1
The extent to which learners make a positive contribution to the community	1	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	2
How well are learners cared for, guided and supported?	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	2
How effectively leaders and managers use challenging targets to raise standards	2	2
The effectiveness of the school's self-evaluation	2	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	2
The extent to which governors and other supervisory boards discharge their responsibilities	2	2
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## **Text from letter to pupils explaining the findings of the inspection**

Inspection of Manor High School, Manor Avenue, Sale, Cheshire M33 5JX

Not long ago I came to the school to see how you were getting on and whether I could suggest anything to make the school better. You made me very welcome and I enjoyed meeting some of you in the classroom, at school council and at lunchtimes. Thank you and well done.

I was with you for two days. That was long enough for me to realise that Manor High School is a good school. I could see that you all enjoy school very much. Here are a few things I found out about your school.

- You work hard and make good progress.
- The many different people at the school do their very best to look after you.
- You get opportunities to mix with other pupils from different schools.
- Your teachers are very good at helping you to think about and to improve your behaviour.
- The trips and residential visits which you can go on are very helpful to you in learning to get on with other people and to look after yourselves.

There are a couple of things the school should improve on.

- Your teachers already check and record the progress you are making. They should use this information to create better targets for you to aim for in your work.
- Your teachers tell you when you have done well. They should also help you better to understand how to improve your work so you make even faster progress.

You can help them by continuing to work hard and by supporting each other.

Please thank your parents for all the helpful comments they made on their questionnaires.