

Manchester Health Academy

Moor Road, Wythenshawe, Greater Manchester, M23 9BP

Inspection dates 28–29 April 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Academy leaders, including governors, are accurate in their evaluation of the academy's strengths and areas for development. They have successfully generated a culture of high expectations, aspiration, inclusion and care that applies to all who attend the academy.
- Students achieve well across a broad range of subjects. Disadvantaged students make progress that is in-line with their peers and is better than similar students nationally.
- The quality of teaching is good overall and some is outstanding. This leads to students making at least good progress in the majority of lessons.
- The sixth form is good. The curriculum and wider enrichment experiences are appropriate to students' needs and result in good outcomes overall.
- Disabled students and those with special educational needs achieve well because of the outstanding support they receive.
- Students' behaviour in lessons and around the academy is good. They are respectful to adults and to each other. They have a positive attitude to learning and value the wide range of extra-curricular activities that contribute to their outstanding spiritual, moral, social and cultural development.
- The safeguarding of students' health and well-being is outstanding; systems and procedures ensure highly effective support for vulnerable students; and the health-related curriculum helps them understand how to safeguard themselves and others.

It is not yet an outstanding school because

- Students in the academy and sixth form are not yet making outstanding progress over time. This is because there is not enough outstanding teaching and a minority of teaching requires improvement.
- Too few students develop their knowledge through wider reading.
- A minority of the teaching fails to ensure that the activities in lessons match the needs and abilities of the students well enough to enable them to make good or better progress.

Information about this inspection

- Inspectors observed teaching and learning across all year groups in a wide range of subjects. They scrutinised the work in students’ books.
- Formal meetings were held with the principal, senior and middle leaders, members of the governing body, representatives of the academy sponsors, the Academy’s Improvement Partner, teachers, other academy staff and students.
- Informal discussions took place with staff and students in classrooms and around the academy.
- Inspectors took account of the 41 responses to the on-line questionnaire (Parent View) and of the 104 responses to the academy’s parent satisfaction surveys held in January and April 2015.
- Inspectors analysed responses from the 40 questionnaires returned by staff.
- Inspectors looked at a range of documentation including the academy’s judgements of how well it is doing, safeguarding and child protection records, and data relating to students’ achievements.

Inspection team

Janet Palmer, Lead inspector	Her Majesty’s Inspector
Alan Parkinson	Additional Inspector
David Pridding	Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- The academy was judged to have serious weaknesses in November 2013 and received monitoring inspections from Ofsted in January and September 2014.
- It is a smaller than average-sized secondary school with a small sixth form.
- The proportion of disadvantaged students eligible for support through the pupil premium (additional funding provided to support the education of students known to be eligible for free school meals and those who are looked after by the local authority) is well above average.
- The proportion of disabled students and those who have special educational needs is higher than the national average.
- The majority of students are White British.
- The academy meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- At the time of the inspection, 13 students were placed off site at Manchester Secondary Pupil Referral Unit and one at Edstart.

What does the school need to do to improve further?

- Increase the proportion of students making more than expected levels of progress by:
 - ensuring all teachers use the assessment of students' prior subject knowledge and skills to plan work that is pitched at the right level
 - systematically using questioning to challenge students' thinking and deepen their learning
 - disseminating the already good and outstanding practice in the academy to realise more outstanding outcomes.
- Enhance students' enjoyment of books so they read widely and often across a range of subjects and to a high standard.

Inspection judgements

The leadership and management are good

- The principal and senior leaders have effected a highly successful strategy for improving students' overall outcomes. Clear and robust systems are in place to monitor the quality of teaching and track students' progress. Whenever high expectations are not being met, appropriate and supportive interventions are implemented.
- Effective action has been taken to improve achievement across all subjects and for all groups of students. This has been achieved by improvements to teaching, supported by outstanding levels of care and guidance for students whose circumstances make them vulnerable including disadvantaged students, thus enabling them to access the curriculum and engage well with their learning.
- Middle leaders understand well their role in ensuring good outcomes for their departments and hold their teams to account. Clear and well-focused subject improvement plans make a good contribution to the academy's overall judgement of its effectiveness.
- Pupil premium funding is used imaginatively and effectively. Disadvantaged students make progress in line with their peers and better progress than similar students nationally. As a group, however, they attend less well than their peers. Disadvantaged boys now attend better than others in the academy and students nationally.
- The management of staff performance is robust; links between performance and salary progression are strong. Staff are highly supportive of the academy's leadership. Comments such as, 'There is a massive team ethos and a community feeling within the staff', and, 'I am extremely proud to be a member of staff at MHA', are typical of those expressed by staff during the inspection.
- The extensive range of curriculum subjects and enrichment activities are matched well to students' needs, interests and aspirations. Extended provision for the most able students includes visits from undergraduates, master classes, subject competitions, professionally led arts and sports workshops and business simulations. Students in Year 11 value highly the Saturday Academy which approximately half regularly attend to improve their grades, and the majority of students participate in one or more extra-curricular activity.
- Students' spiritual, moral, social and cultural development lies at the heart of the work of the academy. As a result, students demonstrate high levels of social and cultural engagement and understanding; they are interested in the wider world, are respectful of people's differences, and enjoy making a positive contribution to the life of the academy. Visits to the battlefields of Belgium, Auschwitz and climbing Mount Kilimanjaro are among a range of activities that have supported students' global and historical awareness.
- Safeguarding, particularly of the most challenged and disadvantaged students is outstanding. Staff in the safeguarding and inclusion teams work together closely to ensure no stone is left unturned when it comes to protecting and supporting a child, including those who are educated off site. Students who had previously been poor attenders or had been excluded from the academy spoke very highly of the pastoral staff who they said, 'never gave up on them'.
- Attendance figures have improved over time and are now in-line with national figures including for students with disabilities and those with special educational needs. The behaviour, attendance and achievement of students who are educated off site are closely monitored and swift actions are taken should problems arise.
- A very large majority of parents and carers who responded to the on-line survey agreed that the academy is well led and managed and would recommend the academy to another parent.
- Careers education, information, advice and guidance are very strong, enabling students to make appropriate choices regarding their next steps. Students are encouraged to be aspirational and many benefit from the placement opportunities afforded by the partnership with academy sponsors. As a result, the proportion who move on to employment, education or training is very high.
- **The governance of the school:**

Governors share the principal's vision for the academy. They have a strong grasp of its strengths and understand where it needs to develop further. They are proactive in the life of the academy, are well-informed, skilled and experienced, and therefore able to provide an effective challenge to the leadership. They have a good understanding of the academy's finances, and a sound knowledge about the quality of teaching and its links to salary progression.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of students is good. Lessons are rarely disrupted by poor behaviour because it is swiftly dealt with by the effective 'on call' removal system so learning is not interrupted. Rewards and sanctions are valued by the students who appreciate that they are applied fairly and consistently.
- Attendance is improving and exclusions are falling. No students have been permanently excluded.
- Students are polite and considerate. Relationships with staff are good as are attitudes to learning. Students respect the academy environment and there are no incidences of litter or graffiti.
- Students say that bullying and derogatory name-calling is very rare, both inside and outside the academy grounds and that systems are in place to tackle and prevent it if it occurs. However, some students and teachers stated that a limited amount of bullying using mobile phones and computer devices takes place outside of the academy, particularly between girls.
- The great majority of parents and carers who responded to the on-line survey are of the view that students are well behaved.

Safety

- The academy's work to keep pupils safe and secure is outstanding.
- All staff undertake regular safeguarding training including for issues such as child sexual exploitation, female genital mutilation, forced marriage and radicalisation.
- Staff engage very effectively with a range of support agencies to ensure that all students, and in particular the most vulnerable, are closely monitored and supported for their safety and well-being.
- Rigorous systems are in place to speedily follow up any absence and to reintegrate poor attenders back into the academy. This has resulted in a re-engagement with learning for a number of previously disengaged students.
- The health curriculum plays a crucial part in helping students understand how to safeguard themselves and others. For example, all learn about issues such as consent and child sexual exploitation, how to stay safe on-line and how to prevent racist, homophobic and transphobic bullying. Students have a mature understanding of safeguarding issues. They understand appropriate and inappropriate behaviour and who to go to for help and advice.

The quality of teaching

is good

- The impact of teaching on students' learning over time is good, including for disabled students, those with special educational needs, and those who are vulnerable or disadvantaged.
- Relationships in the classroom are good; students arrive ready to learn and lessons begin promptly.
- The majority of teachers understand well students' prior knowledge and skills in the subject and set work at appropriate levels. However, a minority of teachers do not ensure that the activities in lessons match the needs and abilities of the students well enough to enable them to make good or better progress. In some cases the work is too easy and in others too difficult.
- In lessons where students make good and outstanding progress the teachers often use questioning very effectively to inspire students to think more deeply and respond more thoughtfully. These teachers also help to develop students' verbal skills by encouraging them to use subject-specific vocabulary when answering questions. In the weaker lessons teachers tend to ask fewer, less challenging questions.
- Teaching assistants are deployed well to support students' learning and help them to make good progress.
- The impact of teaching on students' good outcomes is enhanced by the very effective communications between pastoral and academic staff. Teachers are routinely informed of any incident or change in a student's personal circumstances that may impact on their learning, so that this can be appropriately planned for.
- The Year 7 catch-up premium is used very effectively to support a range of interventions to improve literacy and numeracy. This includes development of the academy library, the 'get caught reading' programme, and the appointment of a literacy coordinator. The funding also supports work across the curriculum and in tutorial time. Academy tracking data show a positive impact on the reading ages of students eligible for the premium and an improvement in their numeracy scores. However, too few students develop their knowledge and understanding through wider reading in their own time, particularly older students.
- The quality of marking and feedback is good. Work is consistently marked for spelling, punctuation and

grammar and students are given guidance on how to improve their work further.

The achievement of pupils

is good

- Students enter the academy with attainment that is well below the national average. At the end of Year 11 attainment is close to national averages overall and in English and mathematics. This indicates that students make good progress from their starting points.
- Students make good progress in the majority of lessons across a wide range of subjects and their books show that standards of work and presentation have improved and are now good.
- In English and mathematics students make securely good progress in all year groups.
- Appropriate curriculum options and very effective support systems for students with disabilities and those with special educational needs ensure that they make good progress.
- Disadvantaged students achieve well and although an attainment gap remains between these students and their peers, it is narrowing. In English the attainment of disadvantaged students improved to just under one third of a GCSE grade lower than others nationally and just under half a GCSE grade lower than others within the academy. In mathematics, the attainment of disadvantaged students improved to one GCSE grade lower than others nationally and one GCSE grade lower than others within the academy.
- The most able students make levels of progress in-line with similar students nationally. Academy data indicate a marked improvement in the proportion of students making better than expected levels of progress in mathematics and English.
- Monitoring data show that students who are educated at off-site alternative provision make expected levels of progress in relation to their starting points.

The sixth form provision

is good

- Students achieve well in the sixth form because teaching is good overall and curriculum provision meets the needs of those who choose to stay on at the academy. Retention rates sometimes dip due to the challenges students face outside of the academy but students appreciate the lengths the staff go to to keep them on board and the flexibility they offer to enable them to return and succeed.
- Disadvantaged students perform well due to the excellent support they receive. Additional lessons are timetabled for those who have yet to attain a grade C in GCSE English and mathematics. Success rates are good with only one student leaving the sixth form in 2014 without a C grade in both subjects.
- Teachers demonstrate good subject knowledge and vocational experience. They have high expectations of what their students can achieve. Students rise to the challenge, act with maturity in lessons and take advantage of the many and varied enrichment activities on offer.
- An extensive programme of personal, social, health and economic education ensures that the students have a good awareness of the potential risks to their health and well-being and how to manage them.
- Leadership of the sixth form is good and supported by senior leaders across the academy. The quality of teaching and learning is monitored effectively and swift actions are taken to remedy any signs of underperformance or underachievement through targeted support.
- Students are very well prepared for the next steps in their education, training or employment. Careers education, information, advice and guidance are impartial and comprehensive. As a result, students select appropriate courses in the sixth form and are well-informed of their post-16 choices and how to access them. Enrichment activities such as vocational placements, overseas trips, the Three Peak Challenge, and a wide range of visits and visitors help to broaden the students' experiences and enhance their future opportunities.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135875
Local authority	Manchester
Inspection number	462632

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	563
Of which, number on roll in sixth form	24
Appropriate authority	The governing body
Chair	David Cain
Principal	Damian Owen
Date of previous school inspection	6 November 2013
Telephone number	0161 998 3992
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