

Inspection of Manchester Academy

Moss Lane East, Moss Side, Manchester M14 4PX

Inspection dates: 27 and 28 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are happy at Manchester Academy. They understand that it is important to respect and celebrate the differences between people. Pupils are friendly and polite to each other regardless of gender, race or culture. Pupils value the extra support that their teachers give to them. This helps pupils to learn well.

Pupils feel safe in school. Leaders deal effectively with any incidents of bullying when they occur. Pupils said that there is someone to talk to if they have any concerns.

Staff have high expectations of pupils' learning and behaviour. Leaders exemplify their expectations in the school's values. Pupils work hard to uphold these values. Pupils' achievement and behaviour have improved in all areas of the school.

Leaders are aspirational for pupils. Pupils, including those with special educational needs and/or disabilities (SEND), benefit from an increasingly ambitious curriculum. They achieve well.

Pupils, including those who are disadvantaged, readily engage in a range of trips and outdoor experiences. Pupils enjoy these activities and the rates of participation by different groups of pupils are high. Many take part in The Duke of Edinburgh's Award. Pupils appreciate reward trips, such as visits to the Royal Albert Dock, Salford Quays and some of the national parks.

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

Leaders have ensured that the curriculum is broad and ambitious in all subjects. Leaders' continuing improvements to the curriculum have enabled more pupils to access a greater range of subjects. Consequently, the proportion of pupils who opt to study the English Baccalaureate (EBacc) suite of subjects is increasing. Despite these improvements, the proportion of pupils studying the EBacc remains below the government's national ambition for all schools.

In most subjects, leaders have identified the key knowledge that pupils need to learn. Teachers are well equipped to ensure that pupils learn and remember the knowledge that they need to progress through the curriculum. This helps pupils to learn well. However, in a small number of subjects, leaders have not thought carefully enough about what they want pupils to learn. Pupils achieve less well in these subjects.

In most subjects, teachers use assessment strategies well in lessons to check that pupils have understood their learning. They provide extra help if pupils fall behind. Teachers also help pupils to understand how new learning links to what they already know. This enables pupils to know and remember more over time.

Leaders have made reading a priority. Staff support all pupils at the early stage of reading, particularly pupils with SEND, to catch up quickly with their peers. All pupils are encouraged to read a wide range of books. Subject leaders identify the subject-specific vocabulary that pupils need to know. Teachers make sure that pupils use this terminology appropriately. This supports pupils' learning in these subjects.

The school serves a diverse community. Most pupils speak English as an additional language. Leaders ensure that these pupils receive help quickly to learn to read, write and to speak English. As a result, all pupils, including those who speak English as an additional language, are able to access the curriculum.

Leaders work well with staff to identify pupils who may have SEND. Leaders ensure that teachers know how to support these pupils in the classroom. For example, teachers make suitable adaptations to activities so that pupils with SEND learn the same ambitious curriculum as other pupils. Pupils with SEND and disadvantaged pupils achieve well.

Pupils behave well in lessons and around the school. There are few interruptions to learning. Leaders provide effective support for pupils who sometimes struggle to manage their behaviour. As a result, the number of suspensions over time has reduced. Added to this, leaders have also secured improvements to pupils' rates of attendance.

Leaders have improved the programme of careers information, education, advice and guidance that pupils receive. More pupils move on to appropriate further education and training after their examinations than in the past.

Leaders have developed a high-quality personal development curriculum. Pupils learn how to keep themselves physically and mentally healthy. However, some teachers have not received all of the training that they need to deliver this programme effectively. This means that some pupils do not learn as well as they should.

Teachers are proud to work at the school. They said that leaders and governors support them well. Leaders have introduced initiatives to help teachers to reduce their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding across the school. Leaders provide regular training so that staff recognise the signs of a pupil who may be at risk of harm. Staff know how to report their concerns. They do so promptly.

Leaders have made strong links with external agencies to support pupils' specific safeguarding concerns. They continue to work closely with the local authority to access specialist care for pupils when necessary.

Leaders support vulnerable pupils well. They make appropriate additions and changes to the support that these pupils receive when needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not identified effectively the component knowledge that pupils need know. Pupils do not learn as well in these subjects as a result. In these remaining subjects, leaders should identify the knowledge that pupils need to progress through the curriculum well.
- Some teachers have not received all the training that they need to deliver the personal development curriculum well. Consequently, pupils may not gain all the information that they require to become responsible citizens. Leaders should ensure that teachers receive appropriate training that equips them to deliver the personal development curriculum effectively.

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](#)' 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

Unique reference number	134224
Local authority	Manchester
Inspection number	10244608
Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1063
Appropriate authority	Board of trustees
Chair of trust	Yasmin Bevan
Principal	James Eldon
Website	www.manchester-academy.org
Dates of previous inspection	18 and 19 March 2021, under section 8 of the Education Act 2005

Information about this school

- The school has two resource bases for pupils with SEND. One resource base is for pupils with autism spectrum disorder, with 12 pupils, and the other is for deaf pupils, with five pupils.
- Leaders use two registered providers and one unregistered provider for a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in the evaluation of the school.

- Inspectors met with the principal, other school leaders, a range of teaching and support staff, the chair of the governing body, the regional director of the multi-academy trust, and a representative of the local authority.
- As part of this inspection, inspectors carried out deep dives in history, English, science, physical education and music. Inspectors met with subject leaders, visited some lessons, looked at pupils' work and spoke with pupils and teachers. Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors met with groups of pupils from key stages 3 and 4. Inspectors also observed breaktimes and lunchtimes.
- Inspectors reviewed a range of documentation, including that relating to safeguarding, the school development plans, leaders' self-evaluation documents, and behaviour and attendance records.
- Inspectors checked the school's safeguarding procedures. Inspectors met with leaders, staff and pupils to evaluate the effectiveness of safeguarding in school. An inspector also checked the arrangements for pupils attending alternative provision.
- Inspectors considered the responses to Ofsted's online surveys for staff and for pupils.
- Inspectors also considered the response to Ofsted Parent View, Ofsted's online survey, including the free-text responses.

Inspection team

Erica Sharman, lead inspector	Ofsted Inspector
Christine Veitch	Ofsted Inspector
Phill Walmsley	Ofsted Inspector
David Roberts	Ofsted Inspector
Emma Gregory	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022