

# Manor High School

## Inspection report

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<b>Unique Reference Number</b>	130943
<b>Local Authority</b>	Trafford
<b>Inspection number</b>	360166
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	Michele Crichton

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
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	126
Of which, number on roll in the sixth form	20
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Fenner
<b>Headteacher</b>	Mr Neil Eltringham
<b>Date of previous school inspection</b>	19 September 2007
<b>School address</b>	Manor Avenue Sale Cheshire M33 5JX
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## **Introduction**

This inspection was carried out by two additional inspectors. During the inspection, 15 teachers and 15 lessons were observed. Meetings were held with parents and carers, groups of students and governors. The inspectors observed the school's work and looked at a range of documentation including that relating to self-evaluation, students' progress and safeguarding. They also took into account the views of 79 parents and carers who returned questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective are school leaders and managers and the school's self-evaluation?
- How well do all groups of students make progress?
- How effective is the sixth form?
- What accounts for the positive outcomes for students at Manor High?

## **Information about the school**

This is a slightly larger-than-average-sized special school. It caters for students with moderate learning difficulties, behavioural, social and emotional difficulties and also for students with autism spectrum conditions. All have a statement of special educational needs. The majority of students are of White British heritage. There are a small number of students who are looked after by the local authority. The proportion of students known to be eligible for free school meals is high. There are twice as many boys as girls at the school. Some students leave the school at the end of Year 11 to continue their education at local colleges. Since the last inspection the school has gained Healthy School status and a Sportsmark award.

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**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## **Inspection judgements**

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## **Main findings**

This is a good school which deserves its good reputation with parents and carers. Typical of their comments is, 'Manor High is an excellent school where everyone matters.'

As a consequence of students' special educational needs and/or disabilities, attainment is low on entry to school. However, they make at least good progress and most in the main part of the school make outstanding progress from their individual starting points. Students' attainment improves significantly and this is reflected in the fact that all students entered for examinations successfully achieve at least one and far more frequently two or more GCSE and/or other forms of qualification. The majority of students achieving this level of accreditation then leave the school to continue their education at local colleges. In the sixth form, progress is good overall. However, at this stage in learning, although students achieve well in their practical and personal skills, the provision for enhancing basic academic skills is not as well developed.

The outstanding care, guidance and support of students are prevalent throughout all years and contribute greatly to their good achievement and outstanding learning and progress. There are good relationships with parents and carers and good partnerships with a wide range of professionals and other agencies. Attendance is satisfactory, although, due to their challenging circumstances, a small number of students do not attend as well as they could. Behaviour is good throughout the school and students are accepting and tolerant of each other. Students' response to the school's provision of

healthy lifestyles is outstanding, and they regularly achieve a range of sporting accolades. Students make an outstanding contribution to the school and the local community, resulting in them growing in confidence and self-esteem. This is especially apparent in the sixth form.

Teaching, assessment and the curriculum are consistently good with each having some outstanding features in the main school. All areas for improvement since the last inspection have been met. The leadership team and the governing body are effective. They work well together and play well to each other's professional strengths. Consequently, the school has an accurate understanding of its strengths and areas to develop and has a good capacity to improve further.

## **What does the school need to do to improve further?**

- Further improve attendance by:
  - extending partnership working with parents and carers of students whose attendance still gives cause for concern
  - continuing to make best use of the personalised attendance packages developed in the school.
- Improve students' basic skills in literacy and numeracy in the sixth form by:
  - improving the teaching of these skills in the sixth form
  - improving the monitoring and evaluation of marking and assessment of sixth-form students' basic skills
  - utilising the current outstanding practice within the main body of the school.

## **Outcomes for individuals and groups of pupils**

2

The more-able students are challenged well and those with a more significant level of special educational needs and/or disabilities receive appropriate support. In lessons, students enjoy their learning and want to learn and succeed. This is because: the pace of lessons is matched to their needs; work is made fun and enjoyable; learning activities are interesting; and students receive immediate feedback to encourage future participation. In the best lessons they are also active participants in their own learning.

Consequently, all students make at least good progress; for the great majority of students progress is outstanding.

The attendance of a small number of students is affected adversely by a range of challenging circumstances. Personalised packages are in place to support the attendance of these students but due to the complexity of needs for some students and their families, these positive influences take time to impact. Behaviour is good. Any challenging behaviour is dealt with quickly and calmly by staff.

Students' understanding and their participation in a wide range of activities relating to the adoption of healthy lifestyles are outstanding. For example, students are involved well in a wide range of activities including football and athletics. Students regularly represent the school at a number of national events and awards are regularly gained in recognition of their achievements. Additionally, activities such as food-technology sessions after school are very well attended by girls, boys and parents and carers, and much enjoyed by all. Students make an outstanding contribution to the school and local community, for example, older students readily offer their time to referee football sessions at break or lunch times for younger students in the school. There is a proactive and vocal school council. Additionally, students dress up, bake and host many events to raise significant amounts of money for a variety of charities. Students' spiritual, moral, social and cultural development is promoted well. This is achieved, for example, through a variety of visits to places of worship and residential experiences where all students have the opportunity to attend. Students are well prepared for their futures through their improved attainment and the good outcomes in their personal development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	4
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
	3

Taking into account: Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## **How effective is the provision?**

Teaching is good with some examples of outstanding practice. Consistent features of all lessons are the very good relationships between staff and students, well planned lessons, good support from other adults and teachers' strong subject knowledge. Outstanding features are demonstrated when resources are enhanced specifically to meet the needs of the individual, where teachers have very high expectations of learning and when 'good' is still not considered good enough for some students. Additionally, there are impressive occasions when teachers' questioning extensively challenges learners to justify their views, develops their ability to explain in greater detail or ensures students use vocabulary that is specific to the topic area. Assessment procedures have developed significantly since the last inspection. Targets for the majority of students are challenging and the monitoring of achievement is focused and robust.

The curriculum is good with examples of outstanding practice. The curriculum is made appropriate to the needs of the students it serves. For example, students with autistic spectrum conditions benefit from the well-structured and familiar activities on offer. Information and communication technology is used well throughout the school. For example, in virtually every lesson observed, there was outstanding use of interactive white boards as a resource to extend and challenge learning. A wide range of extra-curricular activities, such as cheerleading, sports and music clubs underpin and enrich the curriculum, so too do visitors into and visits out of the school.

Care, guidance and support are outstanding and contribute very significantly to students' outstanding learning and progress. High-quality relationships are a key factor to the successes achieved within the school, helping to build important personal and social skills such as self-esteem and tolerance. There are very well-organised systems in place for the care of students in the school and the vast majority of parents and carers are highly supportive of the arrangements that are made. Transition arrangements are particularly noteworthy and ensure that students, regardless of their vulnerability, settle quickly and happily at the next stage of their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

There is a strong ethos of commitment and dedication throughout the school. This is shown, for example, in the drive for school improvement where potential is recognised in teachers and support staff by senior leaders who 'grow' and develop staff within the school. This is promoted through attending relevant courses and taking on additional responsibilities. School leaders are aware that there is still work to be done to improve some outcomes for students in the sixth form.

The governing body has both a supportive and challenging relationship with the school. They have an accurate understanding of the school's strengths and its areas to develop. They have worked well with leaders at all levels to ensure that areas for improvement from the last inspection have been addressed effectively. Safeguarding procedures fully meet requirements and are robust. Community cohesion is good and developing further. For example, newly formed global links have been instigated but have not yet had sufficient time to impact within the school.

Equality of opportunity and tackling of discrimination are good. For example, despite there being a higher number of boys than girls, the school ensures that both genders want to participate in activities such as food technology or building construction. Partnerships with parents and carers are good and this is reflected in the very positive responses to the questionnaires circulated prior to the inspection. Much work is undertaken to promote attendance, with additional new partnerships developing to support students and their families, although the nature of some students' circumstances means that this work can take time to impact.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving</b>	<b>2</b>
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<b>improvement</b> Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	2
<b>The effectiveness of the school's engagement with parents and carers</b>	2
<b>The effectiveness of partnerships in promoting learning and well-being</b>	2
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	2
<b>The effectiveness of safeguarding procedures</b>	2
<b>The effectiveness with which the school promotes community cohesion</b>	2
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	2

## **Sixth form**

Students entering the sixth form are frequently the most vulnerable of the school's population and initially would not thrive in transferring to another setting. Challenging personal circumstances reflect in the regularity of these students attending school although their attendance overall is satisfactory. The curriculum in place aptly recognises students' needs and focuses strongly on promoting independence, confidence, self-esteem and a range of practical skills. This is clearly evident in the good provision for students in the construction-skills centre which is attached to the school. Highly knowledgeable and experienced staff support students personally and ensure they acquire a range of practical skills, for example, in painting and decorating, woodworking and building and construction. In the construction skills centre, any opportunities to develop literacy and numeracy are taken in context to ensure learning is meaningful and relevant to the individual. In the main school setting, personal care and support are good with accredited courses such as independent travel developing self-sufficiency and confidence effectively. However, basic skills in literacy and numeracy are not as well developed as skills in other areas of the curriculum for sixth-form students. In literacy and numeracy lessons, learning is more passive and work is not as well matched to individual need. Behaviour is good throughout and students are respectful of staff and considerate to each other. The sixth-form provision is well led and managed.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	2
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

The overwhelming majority of parents and carers who returned questionnaires are very positive about the safety of their children, happy with their children's experience of school and with the quality of education provided for their children.

A very small number of parents and carers expressed concern about the school helping them to support their children's learning, the progress their children make and the promotion of a healthy lifestyle. The inspection found that students make outstanding progress, that they have an excellent understanding of healthy lifestyles and that there is good engagement with parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Manor High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	61	26	33	3	4	1	1

The school keeps my child safe	55	70	21	27	3	4	0	0
My school informs me about my child's progress	37	47	37	47	5	6	0	0
My child is making enough progress at this school	41	52	33	42	5	6	0	0
The teaching is good at this school	46	58	29	37	2	3	0	0
The school helps me to support my child's learning	38	48	33	42	6	8	0	0
The school helps my child to have a healthy lifestyle	35	44	37	47	5	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	46	36	46	2	3	0	0
The school meets my child's particular needs	40	51	33	42	4	5	0	0
The school deals effectively with unacceptable behaviour	46	58	26	33	4	5	1	1
The school takes account of my suggestions and concerns	39	49	33	42	4	5	0	0
The school is led and managed effectively	44	56	29	37	3	4	1	1
Overall, I am happy with my child's experience at this school	47	59	29	37	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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## Glossary

### What inspection judgements mean

Grade	Judgement	Description
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Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be. <ul style="list-style-type: none"><li>• The school's capacity for sustained improvement.</li><li>• Outcomes for individuals and groups of pupils.</li><li>• The quality of teaching.</li><li>• The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>• The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 January 2011

Dear Students,

Inspection of Manor High School, Sale, M33 5JX

Thank you for making me so welcome when I inspected your school recently. It was clear from the discussions we had that you are proud of your school, think much of the staff and are learning well. It was also clear from the responses from your parents and carers that they are happy with the progress you are making overall and think you are safe and well cared for.

Manor High is a good school but it can become even better. To help make this happen, I have asked your teachers and other adults to make some changes to the sixth form. This means keeping the things that work well but also making sure that students at this stage are making the best progress they can in their literacy and numeracy work.

Something else I have asked your teachers to look at is your attendance. Coming to school regularly is important and there are some students throughout the school who could attend more frequently than they currently do. Please remind your parents and carers that it is vital for you to attend Manor High, unless you are really ill. I know that you will do all you can to help your teachers.

Yours sincerely

Dr Michele Crichton

Lead inspector

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