

Manor High School

Manor Avenue, Sale, Cheshire, M33 5JX

Inspection dates 19–20 November 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From low starting points, all groups of students make good or better progress in all subjects. The recent introduction of a structured programme has resulted in a large majority of students making rapid progress in their reading skills.
- Teaching across the school, including in the sixth form, is almost always good and sometimes it is outstanding. Teachers continually evaluate what students have learned to inform planning of next lessons.
- Students' behaviour is good overall. Parents believe that their children are safe and happy in school. Students enjoy warm and supportive relationships with staff and make great strides in their personal and social development.
- Following the arrival of the current headteacher, a number of new initiatives have been put in place to monitor and improve the work of the school. She has been enthusiastically supported, particularly by senior and middle leaders, because they can see the benefits for students and share her vision for school development.
- The members of the governing body have taken steps to improve their knowledge of the day-to-day work of the school. They all have links to subjects or aspects of the school's work and this has enabled them to challenge and support the work of the school very effectively.
- The sixth form is good. It provides personalised programmes which are well-matched to the needs of each student so that when they leave the school they are very well prepared for their future lives.

It is not yet an outstanding school because

- Occasionally, teaching does not challenge the highest-ability learners to achieve as well as they might in all lessons. Teaching assistants are not used often enough to support the learning of these students.
- Sometimes, students are not given enough time to think through and answer questions.
- As a result of their special educational needs, a very small minority of students can present with difficult behaviour. Strategies and systems for managing these behaviours are new and are not yet always followed consistently.

Information about this inspection

- Inspectors observed 19 lessons, two of which were joint observations with the headteacher.
- Meetings were held with various members of staff and members of the governing body. A telephone conversation took place with a representative of the local authority. The inspectors spoke to many students individually or in groups both in lessons and around the school.
- The inspectors took account of the 20 responses to the on-line questionnaire (Parent View) and of the 33 staff questionnaires returned.
- Inspectors looked at a range of documentation relating to the school's checks on how well it is doing and improvement planning, student progress and achievement data, behaviour and safeguarding policies and logs, curriculum planning, pupil premium outcomes and attendance figures.
- The inspectors heard students read in lessons and looked at the work in their books and portfolios.

Inspection team

Hilary Ward, Lead inspector

Additional Inspector

Paul Edmondson

Additional Inspector

Full report

Information about this school

- Manor High School makes provision for secondary age and sixth form students who have statements of special educational for moderate learning difficulties. A large majority have additional complex needs including autism spectrum conditions, speech, language and communication difficulties and physical disabilities. Since the previous inspection, there has been a significant increase in the number of students who have additional social, emotional and behavioural difficulties.
- The proportion of students entitled to support from the pupil premium (additional funding for those known to be eligible for free school meals, those from service families or those looked after by the local authority) is almost twice the national average.
- The proportion of students from minority ethnic groups is lower than the national average and only a very few students speak English as an additional language. Only a third of students are girls.
- The school does not make use of alternative provision but individual students access some occasional sessions at Trafford College.
- Since the previous inspection there have been a number of changes in staffing, including the appointment of a new headteacher and other senior and middle leaders. The school did not have a deputy headteacher in school at the time of the inspection but a new appointment has been made for January 2014. The Chair of the Governing Body was very recently appointed to the post.

What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is outstanding by:
 - ensuring work is sufficiently challenging for students of higher ability
 - deploying teaching assistants to deliver programmes which are always well matched to individual needs, including to students of higher ability where appropriate
 - giving students time to process questions and provide answers.
- Ensure systems and strategies for managing the behaviour of the increasing number of students with social, emotional and behaviour difficulties are consistently followed by all staff so that exclusions are reduced.

Inspection judgements

The achievement of pupils is good

- All students have attainments which are lower than those expected nationally for their age. All students have moderate learning difficulties but most also present with a range of additional complex needs. Data clearly show that the vast majority of students from all groups in the school make at least good progress in their learning in the very varied curriculum they enjoy. However, observations suggest that in a very few lessons, higher-ability students are not always challenged to make as fast progress as they might.
- A large majority of students make good or outstanding progress in their reading skills following the introduction of a structured reading programme which they follow every morning. Students practise their reading, writing and mathematical skills in all subjects. Achievements in these subjects and in science, and information and communication technology are equally good.
- By the end of Year 11 and the sixth form, every student gains some form of accreditation including GCSEs. They do particularly well in creative arts subjects and achieve awards in vocational courses such as travel and tourism and sports leaders. All students achieve a qualification in mathematics and English. The school continually reviews the range of accreditation courses it offers to ensure all students can enjoy success.
- Students learn to use their basic skills knowledge in practical ways which will help them when they leave school. For example, in a sixth form mathematics session, students thought about priorities for spending their budgets. As a result of careful questioning, they could understand that prioritising items such as rent, food and fuel bills are something they may well need to consider in the future.
- Pupil premium funding is used very effectively to provide additional support for the large number of students who are eligible to receive it. This ensures students receive one-to-one tuition or additional support where appropriate and that all students can access all aspects of the curriculum such as the residential visits which they enjoy in every year group. Equality of opportunity is of first importance in the school so that students who are eligible for additional funding and those from minority ethnic groups achieve as well as other students. The minority of girls do as well as boys.

The quality of teaching is good

- The quality of teaching has improved over time due to rigorous monitoring by senior and middle leaders and the professional development of staff. As a result, teaching is almost always good and sometimes it is outstanding. Improved teaching is resulting in improved results for students.
- Teaching is not yet outstanding overall because not all students make the best progress of which they are capable in all lessons. New systems have been introduced to help teachers to assess students' learning in lessons and over time. Marking comments help students to understand how well they are doing and how to improve their work.
- Students in Key Stage 4 and the sixth form enjoy good teaching in an extensive choice of vocational options which provide them with tasters for possible future employment. Teachers and teaching assistants offer their own skills and interests to provide options such as horticulture, childcare and catering, always leading to some form of qualification.
- Students with autism spectrum conditions are supported and guided very well in lessons by knowledgeable staff. Sometimes students in this department follow individualised programmes but are encouraged to do this within the classroom as far as possible. Work is clearly structured and reminders are given in routines that are familiar and help them to feel relaxed and able to learn.
- Teachers are enthusiastic, lessons are well planned and resources are carefully prepared to make lessons interesting and imaginative. Lessons generally proceed at a smart pace but this sometimes means that students are given insufficient time to think of answers to questions

before staff give answers for them.

- Teaching assistants know the students well and the excellent relationships they enjoy help students to learn. They provide particularly good support to individuals who experience difficulty with learning but are not always used so effectively to support those of higher ability to move on faster.

The behaviour and safety of pupils are good

- Students make good and some make outstanding progress in their personal and social development. Adults are good role models. They give students their time and are always willing to listen to problems. As a result of mutually respectful relationships, students demonstrate very good attitudes to learning and clearly enjoy their lessons. They are polite and welcoming to visitors.
- The school has taken steps to introduce new behaviour systems and strategies to meet the needs of the increasing number of students who have additional social, emotional and behaviour difficulties and for those with autism who sometimes experience difficulty in the classroom or other settings. Behaviour strategies are generally used well so that disruptions to learning are rare. However, on occasions agreed procedures are not used as effectively and consistently as they might be and this may sometimes result in fixed-term exclusions.
- The Smart Centre provides effective respite for students who are finding it difficult to cope in lessons. Here, they are given the opportunity to calm and to talk about their difficulties, always with a view to their returning to their lesson as soon as possible.
- Students clearly understand that bullying of any kind is unacceptable. During the inspection, all lessons in all areas of the curriculum were linked into anti-bullying week. This led to some very imaginative and thoughtful work from students. For example, in an English lesson, students produced acrostics on words linked to bullying and one student produced an acrostic for the word 'bully' which summed up the effect of bullying perfectly, 'Beaten Up, Lonely and sad, Lost and frightened, You just want to cry'. In a meeting with students, they were very clear that bullying is rare but would be quickly dealt with by staff.
- Students are encouraged to take responsibility for themselves and others. They thoroughly enjoy their roles as members of Pupil Voice, as peer mentors, eco-warriors and sports leaders. Students often chose to be involved in local and wider community projects such as Friends of Dainwell Park and many achieve the Duke of Edinburgh bronze and silver awards.
- Students say they feel safe in school and parents agree with them. As a result, attendance levels are good.

The leadership and management are good

- Leadership and management at all levels are good and improving. The headteacher leads her senior team with a clear vision for what the school needs to do to improve further. In order to achieve this, she has developed the role of middle managers who now effectively take lead responsibility for their subjects and aspects.
- Rigorous performance management has improved the quality of teaching. Guidance to teachers and more effective monitoring by middle as well as senior managers have resulted in better lessons and steady improvements in students' achievement.
- The recent introduction of a database agreed and shared by special schools in Greater Manchester is now providing more precise information about students' current attainment and progress but is still being developed to show progress over time.
- Senior leaders, including the governing body, have evaluated the school's strengths and weaknesses well. Staff have benefited from whole-staff training in a number of areas of provision and share a commitment to ensuring they are well equipped to meet the changing needs of their students.
- The curriculum is rich and varied. There is a strong emphasis on literacy, numeracy and

communication across all subjects. The development of students' spiritual, moral, social and cultural skills and knowledge is extremely well supported by many and diverse opportunities to try out new things, visit new places and make a contribution to the school and wider community.

- Partnerships with parents and a wide range of agencies are extremely positive. Parents feel the school provides them with exceptional support when it is needed at home or to ensure students are able to get into school.
- Safeguarding arrangements meet statutory requirements. This includes when some students occasionally attend off-site.
- The local authority has worked closely with the school, particularly to improve teachers' skills in assessing students' progress in lessons and to support the headteacher in making staff appointments. They continue to monitor the school and to work with it to better meet the needs of Trafford students, such as extending the provision in the sixth form.
- **The governance of the school:**
 - Governors are very well informed about all aspects of the school's work through their visits and meetings with subject and aspect leaders and are able to provide the necessary challenge and support to ensure the school continues to move forward. They have shared in the staff training on progress data, performance management, behaviour strategies and safeguarding. Governors effectively ensure staff promotion is linked to good performance. They ensure additional funding, such as the pupil premium, is used appropriately and that there are no gaps in achievement between different groups of students. They are well-informed and up to date regarding the recruitment of staff and safeguarding arrangements. Governors share the vision and ambition of the headteacher and her senior and middle leaders so that the school has a very good capacity to continue to improve.

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	130943
Local authority	Trafford
Inspection number	426201

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

Type of school	Special
School category	Community special
Age range of pupils	11–18
Gender of pupils	Mixed
Number of pupils on the school roll	147
Appropriate authority	The governing body
Chair	William Jones
Headteacher	Helen Wilson
Date of previous school inspection	25 January 2011
Telephone number	0161 9761553
Fax number	0161 9765415
Email address	hwilson@manorhigh.org.uk

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