

Inspection of The East Manchester Academy

60 Grey Mare Lane, Beswick, Manchester, Greater Manchester M11 3DS

Inspection dates: 11 and 12 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Inadequate

What is it like to attend this school?

Leaders have transformed the school into a place where pupils are happy and safe. Staff welcome pupils each morning with a warm smile and genuine care. Adults know pupils as individuals and provide them with high-quality pastoral support. Teachers are patient, calm and considerate of pupils' needs. The East Manchester Academy (TEMA) is a beacon of hope and aspiration for pupils.

The learning environment is purposeful and orderly. Pupils behave well in lessons and they try hard. They receive well-earned praise for their efforts. The school community is proud of how much behaviour has improved.

Leaders are ambitious for all pupils' learning and achievement. Pupils enjoy learning new knowledge and concepts. They are remembering much more than they did in the past. However, the delivery of the curriculum is inconsistent across subjects. Consequently, pupils, including those with special educational needs and/or disabilities (SEND), do not achieve as well as they should in some areas of the curriculum.

In this diverse community, pupils are keen to celebrate each other's differences. Most pupils refrain from using discriminatory and derogatory language or engaging in bullying. If this does happen, leaders deal with it effectively.

Pupils enjoy the extra-curricular activities available through the TEMA offer. For example, pupils take pride in performing in productions, visiting the theatre and participating in sport events. They equally embrace leadership roles, including those available through The Duke of Edinburgh's Award.

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

Leaders, members of the interim management board (IMB) and trustees have overhauled the quality of education for pupils. The impact of the improvements made since the previous inspection is tangible. For example, pupils have developed positive attitudes to learning. They attend school regularly and are punctual to lessons. Pupils, irrespective of their background, are being more fully prepared for success in their future lives. Most importantly, pupils are enjoying learning.

Leaders have crafted a curriculum which increasingly meets the needs of all pupils. Pupils with SEND access the same subjects as their peers. All pupils are learning a curriculum which is broad and balanced.

Leaders have thought carefully about the essential knowledge that pupils must learn. They have successfully organised the curriculum to build on what pupils have learned previously. Evermore, pupils are exposed to a rich and deep body of subject knowledge. The positive changes that leaders have made to the design of the

curriculum in key stage 3 are raising pupils' aspirations. For example, an increasing number of pupils follow the English Baccalaureate suite of subjects.

Teachers are engaging in a carefully planned programme of ongoing training to support them to deliver the curriculum increasingly well. Teachers are discussing and debating the most effective approaches to helping pupils to learn. Pupils recognise that the curriculum is much more accessible, relevant and interesting.

Although improving, teachers' delivery of new knowledge remains uneven across subjects. For example, in some subjects, teachers are less confident about selecting the most appropriate activities to help pupils to learn new topics. Some of the choices that teachers make do not allow pupils to retain information sufficiently well. Some pupils also have gaps in their learning, which have been exacerbated by the impact of the COVID-19 pandemic.

Leaders and teachers are developing their approaches to check how well pupils are learning new information. Some subject leaders are well on the way to refining the systems that they use to assess pupils' learning and development. For other leaders, the journey of improvement remains a work in progress. For example, in some subjects, teachers do not adopt the most useful assessment strategies to test that pupils have secured new knowledge.

Leaders have suitable strategies in place to pinpoint which pupils find reading more difficult. Through the 'TEMA Reads' initiative, staff successfully help pupils to develop their reading knowledge. For example, there is an effective focus on reading for pleasure as well as the development of pupils' literacy and vocabulary knowledge. Those pupils at the early stages of learning to read are catching up quickly due to a well-implemented programme of phonics.

The leadership of SEND is developing apace. Leaders have overhauled how they identify, assess and support pupils with more complex learning needs. Pupils in the i-Hive centre engage well with additional support, for example with regulating their behaviour and emotions. Nevertheless, in some subjects, teachers are not as confident in adapting the delivery of the curriculum for these pupils. This is preventing some pupils with SEND from achieving consistently well.

Leaders have taken a bold and effective approach to pupils' personal development. Pupils said that they enjoy personal development lessons. They learn about age-appropriate sex and relationships education. Pupils have access to a well-designed range of careers education activities. They are more confident in articulating how the programme to support their personal development is helping them to take their place in modern Britain.

Members of the IMB and trustees have an accurate and detailed oversight of the quality of education. Community partnerships, effective links with other schools, and leaders' outward-facing approach to school improvement are reaping rewards for pupils.

Leaders protect staff's workload and well-being. Staff and pupils are delighted to be a part of this vibrant learning community.

Safeguarding

The arrangements for safeguarding are effective.

Members of the IMB and trustees regularly evaluate the effectiveness of their systems to safeguard pupils. This includes a regular review of the policies, including those relating to the use of reasonable force, and those involving child-on-child abuse, especially racism and homophobia.

Staff receive regular training on how to identify the potential signs of neglect or abuse in pupils. Leaders provide staff with frequent updates about the key challenges and concerns that may be affecting pupils, including those in the local community. Leaders work very well with external agencies, when required. They are persistent and insistent in seeking out appropriate and timely support for pupils.

Leaders provide extensive wraparound care and support for pupils and their families. For example, the school opened on Christmas Day for in excess of 300 families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not select the most appropriate activities to deliver new subject content to pupils. This prevents some pupils from achieving consistently well. Leaders should ensure that teachers have the necessary knowledge and expertise to make the most appropriate pedagogical choices to deliver the curriculum effectively.
- Leaders' systems to assess how well pupils are learning the curriculum are being developed in some subject areas. This means that some teachers do not fully know how well pupils are learning the intended curriculum. Leaders should work with subject leaders to finalise the systems to check how well pupils are retaining new knowledge, skills and concepts.
- Leaders are in the process of upskilling staff to adapt the delivery of the curriculum for pupils with SEND. Consequently, some pupils with SEND do not learn all that they should. Leaders should ensure that subject leaders and teachers are well trained to adapt the delivery of the curriculum for pupils with SEND.

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	144494
Local authority	Manchester
Inspection number	10145028
Type of school	Secondary comprehensive
School category	Academy special sponsor led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	991
Appropriate authority	Board of trustees
Chair of trust	Suzannah Reeves
Headteacher	Jacqueline Bowen
Website	theeastmanchesteracademy.co.uk
Date of previous inspection	30 November to 1 December 2021, under section 8 of the Education Act 2005

Information about this school

- The East Manchester Academy is part of the Greater Manchester Education Trust.
- There is an IMB in place.
- Leaders make use of four registered alternative education providers 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 and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a graded (section 5) inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- This was the third routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They met with representatives of the board of trustees, including the chief executive officer of the multi-academy trust. Inspectors also met with members of the IMB.
- Inspectors reviewed and evaluated aspects of the curriculum in art and design, mathematics, English, science, geography, modern foreign languages, religious education, and design and technology. This included talking with subject leaders, speaking with teachers and pupils, and reviewing pupils' work, as well as visiting lessons.
- Inspectors met with middle leaders, teachers and other adults to discuss the improvements to the quality of education for pupils. Inspectors also met with the leaders responsible for special educational needs, the leaders responsible for behaviour and attendance, the leaders responsible for pupils' wider personal development and those leaders with oversight of the reading curriculum.
- Inspectors checked on the school's safeguarding arrangements, including the recruitment checks made on staff. Inspectors met with leaders, staff, pupils, trustees and members of the IMB to evaluate the effectiveness of safeguarding arrangements at the school. An inspector checked the arrangements for those pupils who attend alternative provision.
- Inspectors met with groups of pupils to discuss safeguarding arrangements. Inspectors also observed pupils' behaviour in lessons, between lessons and at social times.
- Inspectors reviewed a wide range of documentation. This included the school improvement plan, leaders' self-evaluation documentation, minutes from meetings of the board of trustees, and minutes from the meetings held by the IMB.
- Inspectors took account of the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's pupil and staff surveys.

Inspection team

Jonathan Smart, lead inspector	His Majesty's Inspector
Chris Meldrum	Ofsted Inspector
Steve Byatt	Ofsted Inspector
Tim Long	Ofsted Inspector

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