

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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The East Manchester
Academy



Prospectus

YOUR CHILD'S FUTURE STARTS HERE



WELCOME TO

Our Prospectus



The East Manchester Academy, is a vibrant and diverse community where academic learning, personal development and community transformation are at the heart of all that we do.

As Headteacher, I am incredibly proud to lead such a talented community of staff and students who embody our values of: Respect, Equality, Ambition, Care and Handwork. As a team we support one another to achieve our goals and become the best version of ourselves. We pride ourselves on our high expectations and high standards; our students feel safe, happy and secure. They are able to thrive in a caring and supportive environment where our REACH values permeate all that we do.

Our academy has a strong vision: 'We will equip all students with the skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.' Our curriculum has a strong focus on academic disciplines whilst providing opportunities for students to study vocational and technical qualifications. Academic study is supported by exceptionally strong links with our strategic partners and our students benefit from a wealth of extended opportunities to grow their skills and realise their potential.

Across the academy, we have a talented cadre of staff who are passionate about ensuring equality of opportunity and excellence for our students. We have a clear passion for our local community and are proud of the rich and varied history of Manchester. We endeavour to make our students feel a strong sense of belonging and a true sense of pride in their community.

Here at TEMA, we have high expectations and high ambitions for all members of our school community. Together, we set ourselves challenging targets and strive to achieve them.

I am enormously proud to be part of such wonderful community and look forward to welcoming you.

Miss J. Bowen
Academy Headteacher



OUR VISION

Our Values

We will equip all students with the skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.

We are a vibrant and diverse school community with a talented cadre of staff who are passionate about ensuring equality of opportunity and excellence for our students. We endeavour to make our students feel a strong sense of belonging and a true sense of pride in their community. We have a clear passion for our local community and are proud of the rich and varied history of Manchester. The East Manchester Academy will equip all students with the skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens. In setting out this vision we will achieve the mission of the Education and Leadership Trust – 'to educate, inspire and empower young people to be the next generation of leaders'.

YOUR CHILD'S FUTURE STARTS HERE



VISIT US AT > www.theeastmanchesteracademy.co.uk

Our Values

At The East Manchester Academy we will ensure that our students REACH for their goals in learning and life through the values of:

RESPECT

We show respect for all other people and recognise our common humanity.

EQUALITY

We ensure all members of our community are treated equitably.

AMBITION

We expect the best from ourselves. We have ambition and will not let ourselves be limited.

CARE

We show empathy and kindness to others.

HARD WORK

We are prepared to work hard to achieve our dreams.



THE EAST MANCHESTER

Academy Day

Students should arrive to the academy no later than 08.15 each day. The close of day is at 15.30 on Monday and Tuesday and 14.30 on Wednesday, Thursday and Friday.

Timings	Session	Monday	Tuesday	Wednesday	Thursday	Friday	
07.30 - 08.30	Academy opens to students	Breakfast available in the Bistro					
08.30 - 08.45	Welcome To Form & Assembly <small>Students should go to form first before being escorted to assembly by their Form Tutor.</small>	Year 7 Assembly	Year 8 Assembly	Year 9 Assembly	Year 10 Assembly	Year 11 Assembly	
08.45 - 09.45	Period 1						
09.45 - 10.45	Period 2						
10.45 - 11.00	Break	Breaktime snacks available in the Bistro					
11.00 - 12.00	Period 3						
12.00 - 12.30	Period 4 & Lunch	Lunch	Period 4	Lunch	Period 4	Lunch	Period 4
13.00 - 13.30		Period 4	Lunch	Period 4	Lunch	Period 4	Lunch
			Lunch		Lunch		Lunch
13.30 - 14.30	Period 5						
14.30 - 15.30	Monday and Tuesday have a different structure to Wednesday, Thursday and Friday.	Period 6	Period 6	Close of day Students attend clubs, 'Recall' or make their way home.	Close of day Students attend clubs, 'Recall' or make their way home.	Close of day Students attend clubs, 'Recall' or make their way home.	
15.30 - 16.00	Monday and Tuesday have a different structure to Wednesday, Thursday and Friday.	Close of day Students attend clubs, 'Recall' or make their way home.	Close of day Students attend clubs, 'Recall' or make their way home.	Please note - bells will go at the start and end of each session. There will be 3 minutes of transition music following the bell. Students needs to make sure that they arrive to their next activity before the music stops.			

HOW DO WE DELIVER OUR VISION?

Our Three Stranded Approach:



ACADEMIC SUBJECTS

GCSEs, BTEC &
Other Level 2
Qualifications

PERSONAL DEVELOPMENT

Develop personal learning
and thinking skills that instil
our REACH values and
prepare students for life
and citizenship in the
21st Century

THE TEMA OFFER

Exceptional opportunities
for students to build cultural
capital as well as develop
employability skills ans
so promote social
mobility





OUR

TEMA Offer:

At TEMA, we believe that the curriculum is the sum total of everything that we hope students learn throughout their time with us.

The curriculum goes beyond that which is learned within a classroom and should include the opportunity to access a wide range of activities including the arts, culture and sport. We aim to build students' cultural capital through systematic and planned exposure to enrichment activities. We use a definition of culture which celebrates and embraces the different backgrounds, heritage, language and traditions of all of our students.

We recognise that access to and participation in extra-curricular activities is an important part of building students' soft skills and consequently an important building block in the foundations of social mobility. We have taken on board the recommendations of the Social Mobility Commission in having a designated co-ordinator of extra-curricular and enrichment activities.

We acknowledge the evidence presented in the report that our students may have less access to opportunities than their peers and aim to actively bridge that participation gap.

Furthermore, we recognise that access to learning outside of the traditional curriculum can be particularly supportive for students who are disengaged from school or dealing with trauma. We use detailed and objective knowledge of our students' histories to plan and implement supportive interventions.

The TEMA offer encompasses the additional curriculum that is offered to students throughout their time at the academy. In order to ensure an equity of offer and full participation for all students some enrichment elements are compulsory for all students, these are the TEMA offer.



TEAM BUILDING



CULTURE



This is Manchester, we do things differently here



THEATRE

YEAR 7



LOCAL HISTORY

ARTS



POETRY



SPELLING

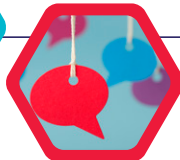


Term 1			Term 2			Term 3		
Activity	Soft Skills Cultural Knowledge	Partner Organisation	Activity	Soft Skills Cultural Knowledge	Partner Organisation	Activity	Soft Skills Cultural Knowledge	Partner Organisation
Water Sports	Team Building	Helly Hanson Water Sports Centre	Poets in School Speakers	Oracy Poetry and Spoken Word Performance and Confidence	Poetry Society Poetry Library Manchester Metropolitan University	Local History walk around Manchester	Local History knowledge Local cultural identity and pride	Central Library
Family Christmas dinner in form groups	Group dining table manners		Spelling Bee	Confidence Oracy		Arts Week	Facilitating access to local cultural institutions creativity	Manchester Art Gallery Whitworth Art Gallery
Pantomime visit	Facilitating access to local cultural institutions	Salford Arts Theatre Contact Theatre Oldham Coliseum	Introduction to Beswick and Central Libraries	Facilitating access to cultural institutions	Manchester Libraries	Visit to watch local sports team	Facilitating access to cultural institutions	Manchester City FC Salford Reds RLFC Manchester Giants

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WATCHING SPORT



WATER SPORTS

PERSONAL Development



Student development is nurtured and builds year on year; capitalising on what students should already have studied at Key Stages 1 and 2.

It is our goal to promote and progress life skills in all our students, which will cultivate our TEMA values, so that our students are thoroughly prepared for life in modern Britain.

We aim to educate students who will be responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

We want our students to be alert to current affairs and be diligent in their appetite for challenge and who value their Personal Development curriculum.

Personal Development broadens our students' understanding of fundamental British values; democracy, individual liberty, the rule of law and mutual respect and tolerance.



ACADEMIC Subjects

We are extremely proud of the broad and balanced range of subjects we offer to all of our students.

All students in Year 7, 8 and 9 study English, maths, science, history, geography, RE, Spanish, technology, art, performing arts, music, computer science, PE and PSHE.

More information on our curriculum content can be found on the individual subject pages - www.theeastmanchesteracademy.co.uk/curriculum

These are really useful if you want to track what your child is doing term by term.



PE

HISTORY



SCIENCE

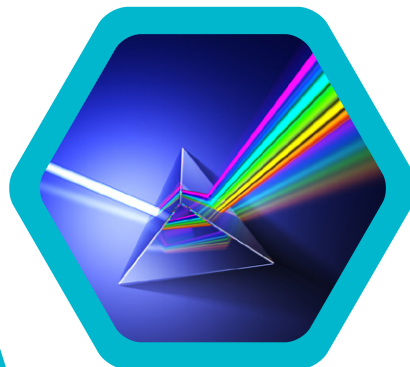


PERFORMING ARTS

ENGLISH



MATHS



MUSIC

RE

COMMUNITY

Partnerships

We aim to make TEMA the heart of our local community.

We recognise that collaboration with our community partners is essential. We aim to be the conduit through which our students can access facilities, services and education outside of the academy building and the academy day.

We reach out for the knowledge and expertise of our community partners to support us in our vision for personal development.

These are just a few of our many community partners...



STUDENT Leadership



Student Leadership is an important part of our vision and commitment to students. We have high aspirations for our students and believe that developing them as leaders plays a key role in community transformation and improving their life chances.

We aim to give students the confidence and oracy skills needed to navigate themselves in elite spaces later in life as well as the skills needed to lead and promote positive change in their own communities.

Student Leaders form an integral part of the Student Voice process and have the opportunity to meet regularly with the Academy Leadership Team and effect real change in the academy. We aim to make our Student Leadership team diverse and representative of our student body.

Each year group has its own Student Leadership Team and 10% of the student population will have some leadership responsibility. We expect Student Leaders to represent our TEMA values of Respect, Equality, Ambition, Care and Hard Work.

Our Principal Student Leaders are voted for by their peers and are given the opportunity and responsibility on leading on self-directed projects within the academy as well as being important ambassadors for TEMA in the community.

In addition to our Student Leadership team, we recognise and encourage leadership through our Extended Leadership Groups. These aim to give safe spaces for students to discuss issues of relevance to them and promote marginalised voices within the Academy.

These groups include, Empowered Women, the Boys Battalion, TEMA Pride and TEMAYouths of Diversity.



REAL

Perspectives



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I'm glad I came to The East Manchester Academy because everyone gets treated fairly and with respect. Nobody ever gets mistreated. When I was coming to high school I was very worried but the staff have made me feel so welcome. The staff get everything sorted out. School feels like a second home for me and all my friends are like brothers and sisters to me.

Amiaha
St Clement's CoE
Primary School

It has been the best choice for me because I struggle a bit. This school has done the very best they can to support me.

Charlie
Manchester Road
Primary School

I'm so glad I chose The East Manchester Academy. The teachers are nice and persuade you to sign up for new experiences from the TEMA offer.

Lijay
Higher Openshaw
Community Primary
School

The East Manchester Academy has opened my eyes to new experiences - to things I didn't know I could learn.

Brandon
St Anne's RC
Primary School

I came to The East Manchester Academy because of the range of extra activities like football, rugby and running. I enjoy TEMA because of the equality I feel and because how much they care about students.

David
All Saints Primary

I'm glad I chose The East Manchester Academy because I have met some amazing new friends and had some amazing new experiences. I like everything at The East Manchester Academy. All the staff are really nice and helpful.

Lilliana
New to Manchester
from Spain



HOW WILL MY CHILD BE SAFE AT

The East Manchester Academy?

STUDENT SERVICES

- Progress, safety, health and wellbeing of all students at The East Manchester Academy.
- Support with behaviour and attendance.
- Students should tell a member of the Student Services Team if they are worried about themselves or another student. **Its never too late to take action.**

FORM TUTOR

- Personal coaching sessions.
- Support with strategies for learning and progress.
- Students should tell their Form Tutor if you have any concerns or worries.

ALL STAFF

- Let a member of staff know immediately if you are concerned about your safety and welfare or the safety and welfare of other students.
- Tell a member of staff if you are worried about something.
- Tell a member of staff if you are bullied or see another student being bullied – including online.
- You can also report things via 'Thoughts and Worries', Frog or the Anti-bullying Ambassadors.

1 Tell someone you trust

2 Keep a record of what's happening

3 Don't retaliate

4 Surround yourself with people who make you feel good

5 Don't blame yourself – it's not your fault

6 Be proud of who you are

WHO IS WHO? MEET OUR SAFEGUARDING TEAM



Academy Headteacher
Miss Bowen



Deputy Headteacher & Designated Safeguarding Lead
Mr Goddard
d.goddard@temac.co.uk



Assistant Headteacher Student Support & Personal Development
Miss Lonsdale



Assistant Headteacher Behaviour & Attendance
Ms Watts



Student Services Attendance & Safeguarding Lead
Mrs Stoke
s.stoke@temac.co.uk



Director of Year
Miss Carr-Brown
h.carr-brown@temac.co.uk



Student Services Safeguarding
Ms Cherrington
c.cherrington@temac.co.uk

ALL STAFF

FORM TUTOR

WHAT NEXT?

How to apply...

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- 1 Visit the website - www.theeastmanchesteracademy.co.uk and book your attendance at our transition events.
- 2 Complete an online application via the Manchester City Council website. You can follow a link from our website. **Be aware that there is a deadline!**
- 3 Engage and join us for our transition events and online streaming.
- 4 Manchester City Council offers secondary places in March.
- 5 Receive a welcome letter from The East Manchester Academy in the Spring Term.
- 6 Provide enrolment information.
- 7 Engage and join us for more transition events and activities including during the summer holidays.
- 8 Your future starts with us in September and all of us here at TEMA look forward to meeting and welcoming you into our family learning community.





NOTES

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Contact

The East Manchester Academy,
60 Grey Mare Lane,
Beswick,
East Manchester,
M11 3DS

Tel: 0161 230 8039

Email: admin@temac.co.uk

Headteacher

Headteacher: Miss J. Bowen

Trust Info

Education and Leadership Trust (Est. 2014)
Company Number: 8913502

