

Levenshulme High School

Address: Crossley Road, Levenshulme, Manchester, Greater Manchester, M19 1FS

Unique reference number (URN): 141196

Inspection report: 30 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils achieve well at this school. All pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, make effective progress and achieve examination outcomes well above the national average. This is a particular strength in English, science and humanities. Leaders quickly address any gaps in pupils' foundational knowledge in reading, writing and number. Teachers adapt learning effectively. Pupils produce work of a high quality, showing increasing depth in the topics they study across the curriculum. Teachers provide helpful feedback to sharpen pupil's understanding of key knowledge and skills.

Pupils are well prepared for their next steps in education, employment or training. They are ambitious in their plans for their futures. Staff build close relationships with post-16 providers to ensure smooth transitions for pupils. As a result, all pupils, including disadvantaged pupils, take meaningful and appropriate next steps.

Attendance and behaviour

Strong standard ●

Leaders have secured effective systems to track attendance and behaviour. They prioritise pupils' sense of belonging in this school. They scrutinise patterns of attendance and connect this information to other sources to tackle any emerging attendance issues. As a result, attendance is high for all pupils, including disadvantaged pupils, those with special educational needs and/or disabilities and other vulnerable pupils. Persistent absence is low and continues to decline. Despite this, leaders are not complacent. They have invested resources to ensure that pupils who have significant barriers to attendance have access to tailored support. Pupils recognise the importance of attending school each day.

Leaders are proud of the way pupils conduct themselves at the school. Pupils behave well and show respect for each other. The number of reported incidents of bullying is very low, and staff are well trained in how to respond to issues if they occur. Pupils know how to keep themselves safe. They display mature attitudes towards friendships and how they interact with each other. Leaders have created an inclusive environment built on tolerance and respect. As a result, any form of discrimination is rare. Pupils display positive attitudes in lessons and enjoy working independently.

Inclusion

Strong standard ●

Inclusion is at the heart of Levenshulme High School. Leaders have devised a sophisticated approach to identifying and supporting the individual needs of pupils. At the weekly 'Everybody Belongs' meetings, leaders share information about pupils' needs. Staff use this information to carefully plan how to remove any barriers to learning that pupils may have. Leaders regularly review pupils' support plans and adapt the curriculum accordingly.

Leaders' work for disadvantaged pupils is well informed and targets the right priorities, and they check the difference it makes. The school also works closely with local agencies,

including the virtual school, so that pupils known to social care and other vulnerable pupils receive the support they need.

Staff support disadvantaged pupils well. Leaders ensure that the pupil premium funding is spent wisely. For example, leaders use pupil premium funding to give equal access to trips and similar experiences. Pupils with special educational needs and/or disabilities or those with other barriers have the same care and attention given to them. Leaders are creative in finding solutions. They make appropriate and well-informed choices regarding the use of alternative provision. As a result, pupils achieve well from their starting points and flourish.

Leadership and governance

Strong standard ●

Leaders have a secure understanding of the school's strengths and have clear priorities to strengthen the school further. Leaders are incredibly ambitious for pupils. They want to ensure that all pupils build strong characters and are successful in their lives. Leaders' monitoring through the weekly 'Everybody Belongs' meetings, alongside clear plans to raise attainment, keep pupils at the heart of their work.

Those responsible for governance challenge leaders effectively. Leaders carefully consider staff wellbeing and workload when planning change. As a result, staff are very positive about supporting the school's vision and their responsibility to enact that change.

Staff value and benefit from a well-designed professional learning programme. Leaders use evidence and careful checks on the school's work to decide what to prioritise. Leaders and other staff work with external partners, local networks and other schools with care to gain knowledge that benefits the school's pupils. The school plays a key role in local safeguarding partnerships. Leaders are keen to reach out to local services and community groups to widen the impact of their work. Parents have confidence in the school's work. Leaders place a high value on hearing from pupils, staff and parents. The school has commissioned a series of surveys and activities to gain the views of pupils, staff and parents to inform decisions and actions.

Expected standard ●

Curriculum and teaching

Expected standard ●

Leaders have a secure understanding of the quality of the curriculum and teaching at this school. They have identified key priorities where further development is needed. In the main, teachers deliver the curriculum effectively. For example, they use questioning to check what pupils know. However, this is not consistent, and in a small number of subjects, teachers do not help pupils to talk confidently about what they have learned.

Leaders have designed a wide and varied curriculum that is well ordered to allow pupils to build their knowledge and understanding appropriately. Teachers have appropriate subject knowledge for the courses they deliver. They appreciate the quality of the training and support they receive from leaders.

Leaders quickly identify any gaps that pupils have in their knowledge of reading, writing and numeracy. They have effective strategies in place to fill these gaps so that pupils can access the curriculum successfully and make steady progress through it. Leaders put carefully planned support in place to ensure that pupils with special educational needs and/or disabilities can access the curriculum successfully.

Leaders provide teachers with detailed information about pupils' barriers to learning and wellbeing. That said, some teachers do not use this information to design learning that helps to support these pupils. This means that some of these pupils have gaps in their learning that are not addressed as quickly as they could.

Personal development and wellbeing

Expected standard 

Leaders have designed a coherent and well-planned personal development curriculum that helps pupils to build their knowledge over time. For example, pupils explain confidently why discrimination is wrong. They have a general understanding of British values. They appreciate the learning they receive regarding relationships, healthy lives and planning for the future. However, pupils do not have a thorough understanding of many of the topics that they have covered. Currently, pupils do not have sufficient opportunity to deepen their understanding.

Pupils benefit from effective pastoral care and support. They trust that staff act in their best interests and would support them if they had any concerns. Pupils enjoy the wide variety of extra-curricular activities and opportunities. For instance, musical instrument tuition is free for all pupils, and there are plenty of opportunities to play sports, such as cricket and netball. They enjoy the opportunities to demonstrate leadership qualities. Pupils elect their own student council representatives and enjoy wider roles leading areas in sport, careers and the environment. Pupils are involved in local charitable activities and make a positive contribution to their community. Leaders track how many pupils take part, and this is rising.

Leaders have designed an appropriate careers education curriculum for all pupils. All pupils complete work experience and have access to independent careers advice. Pupils make confident and informed choices about their futures. Leaders ensure that those pupils who may face barriers to their learning and/or wellbeing find suitable placements. Supplementing this is the school's own careers fair, which brings together local employers and providers at the school. Pupils value this and, as a result, have clear ambitions for their own futures.

What it's like to be a pupil at this school

Pupils thrive in this friendly, calm and inclusive school. Pupils value the support and care that they receive from staff. They are safe and feel confident that they can approach adults in the school if they have any concerns. Pupils learn how to keep themselves safe online and offline.

Pupils behave well in school. They are polite and show respect for others and the school environment. Pupils understand the expectations that teachers have of them and respond positively. Pupils listen attentively in lessons and confidently share their ideas and views.

Bullying is very rare. Pupils have deep confidence that staff will react quickly and effectively if any issues occur. Pupils socialise well together and look after their surroundings. Pupils who need additional support make use of the quiet spaces provided for them.

Pupils attend school regularly. They enjoy their learning and try their best. Pupils who face barriers to their learning receive carefully planned support to help them overcome these barriers quickly. Pupils achieve well, especially in key stage 4 examinations. They build a rich understanding of their subjects. Pupils are well prepared to take their next steps in education or employment.

Pupils enjoy a varied programme of extra-curricular activities that are well planned to develop their confidence and to nurture their interests. Pupils showcase their leadership skills through a variety of roles, including the school council, careers leaders, eco leaders and sports leaders. Pupils enjoy taking part in the Duke of Edinburgh's Award Scheme, which develops their confidence and resilience.

Pupils are engaged in the wider community. They enjoy contributing to local charity work or engaging with pupils from other schools. They benefit from a variety of visiting speakers linked to the world of work.

Next steps

- Leaders should make sure that all teachers use the information they have to tackle the barriers some pupils face, so that these pupils achieve as well as their peers.
- Leaders should embed the personal development curriculum securely and give pupils plentiful opportunities to build a deep and rich understanding of the topics they cover.

About this inspection

This school is part of Greater Manchester Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Damian Owen, and overseen by a board of trustees, chaired by Suzannah Reeves.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, the CEO, the board of trustees and the chair of the governing body during the inspection.

The inspectors confirmed the following information about the school:

The school currently makes use of 2 alternative provisions.

Lead inspector:

Richard McGuire, His Majesty's Inspector

Team inspectors:

Linda Griffiths, Ofsted Inspector

David Roberts, Ofsted Inspector

Gil Bourgade, Ofsted Inspector

Christopher Beard, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

1,048

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,100

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

52.39%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.29%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

9.92%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	52.7%	45.4%	Close to average
2023/24 (final)	51.8%	45.9%	Close to average
2022/23 (final)	56.4%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	52.5	46.1	Above
2023/24 (final)	52.6	45.9	Above
2022/23 (final)	52.6	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.91	-0.03	Above
2022/23 (final)	1.08	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	44.4%	25.8%	Above
2023/24 (final)	48.2%	25.8%	Above
2022/23 (final)	52.6%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	48.4	34.9	Above
2023/24 (final)	50.3	34.6	Above
2022/23 (final)	50.7	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.84	-0.57	Above
2022/23 (final)	1.01	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	44.4%	53.1%	-8.7 pp
2023/24 (final)	48.2%	53.1%	-5.0 pp
2022/23 (final)	52.6%	52.4%	0.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	48.4	50.4	-2.0
2023/24 (final)	50.3	50.0	0.2
2022/23 (final)	50.7	50.3	0.4

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.84	0.16	0.68
2022/23 (final)	1.01	0.17	0.85

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	95%	92%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	96%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.9%	8.4%	Below
2023/24 (3 term)	5.0%	8.9%	Below
2022/23 (3 term)	5.8%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.5%	23.4%	Below
2023/24 (3 term)	11.0%	25.6%	Below
2022/23 (3 term)	13.0%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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