

The Manor Academy

Park Hall Road, Mansfield Woodhouse, Mansfield, NG19 8QA

Inspection dates 4–5 December 2012

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Good teaching does not take place consistently across all subjects. Teaching requires improvement in mathematics.
- A significant proportion of students who are eligible for additional government funding do not make the progress that is expected. As a result, by the end of Year 11, they do not achieve a grade C or above in GCSE English and mathematics.
- The standards students achieve in mathematics by the end of Year 11 are not high enough.
- Students do not make enough progress in a small number of subjects in the sixth form.

The school has the following strengths

- The school has improved significantly since the previous inspection. Senior leaders are very effective in improving the quality of teaching, checking students' progress and taking swift action when necessary.
- Students' behaviour is good. Improved teaching has led to more students' enjoying lessons.
- There is a good range of courses on offer that meet the needs and interests of students.

Information about this inspection

- Inspectors observed 32 part-lessons, of which 22 were joint observations with senior staff.
- Meetings were held with: the Chair of the Governing Body; members of the senior leadership team; various heads of subject departments; a group of teachers who act as coaches for other teaching staff; a group of teachers who have recently experienced the coaching programme. There were informal discussions with students during the inspection.
- Inspectors looked at a range of documentation including the school development plan, the school’s analysis of student progress, minutes of governing body meetings and the school’s safeguarding documentation.
- Inspectors looked at a number of students workbooks, especially in mathematics.
- The inspectors looked at the 54 responses from parents and carers to Ofsted’s online questionnaire Parent View.

Inspection team

Andrew Cook, Lead inspector

Her Majesty’s Inspector

Alan Brewerton

Additional Inspector

Sally Lane

Additional Inspector

Full report

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

Information about this school

- The school is larger than the average secondary school.
- Most students are White British. A range of minority ethnic groups make up around 5% of the school population.
- The proportion of disabled students and those who have special educational needs supported at school action and school action plus is above average. The proportion with a statement of educational needs is below average.
- An average proportion of the students are eligible for the pupil premium, which provides additional government funding for children in local authority care and pupils known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress by the end of Key Stage 4.
- The school is part of the Mansfield Learning Partnership of local schools. A small number of students access A-level courses at other sixth form provision. No other alternative provision is used.
- The sixth form site is shared with Yeoman Park Special School.
- In October 2011, the school was inspected and was judged to require special measures because it was failing to give its students an acceptable standard of education and the persons responsible for leading, managing or governing the school were not demonstrating the capacity to secure the necessary improvement.
- Since the inspection in October 2011 the school has received three monitoring inspections, the third being this inspection.
- While the school has been in special measures, it has commissioned support from the local authority and a headteacher from a local outstanding academy; these are referred to as support partners.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by:
 - ensuring that, in lessons, teachers reduce the amount of time spent talking to the whole class so that students have more time to work independently, in pairs or in groups
 - making regular checks on how successfully teachers are providing work that is suitably challenging for students of different abilities
 - continuing to use the very effective training and coaching methods developed by senior leaders.
- Raise standards, especially for students eligible for pupil premium, by:
 - ensuring that teachers give more attention in lessons to students eligible for pupil premium
 - regularly checking the progress students make in mathematics lessons
 - scrutinising students' work in their books and responding to any evidence of underperformance.

- Increase the progress that students make in the sixth form by:
 - improving the quality of teaching in subjects where students do not make enough progress
 - ensuring that students only start courses in the sixth form if they have achieved high enough standards in relevant subjects
 - regularly checking to see if teaching is helping students to develop skills that help them to learn independently.

Inspection judgements

The achievement of pupils

requires improvement

- The proportion of students who achieved a GCSE A* to C pass in English and mathematics fell slightly in 2012. Taking into consideration their starting points, the amount of progress students made in English and mathematics requires improvement. More-able students did not make the progress in mathematics that they should have done. The group of students who were eligible for the pupil premium fell short of the target set for the amount of progress they should have made in English and mathematics.
- The progress made by disabled students and those who have special educational needs is better than in the past but it requires further improvement. The 2012 examination results showed that, for this group of students, progress accelerated in Year 11 in English and, to a lesser extent, in mathematics. There is convincing evidence that the progress of disabled students and those who have special educational needs is improving in other year groups.
- The proportion of students who achieved five A* to C grades at GCSE has risen significantly since the last inspection. Most significant was the rise in the proportion of students eligible for pupil premium who achieved five A* to C GCSE from 49% in 2011 to 71% in 2012. Students are achieving across a range of vocational and academic courses. The school has worked very hard to ensure that students complete coursework and are well prepared for examinations.
- In lessons, students are now making much better progress than at the time of the last inspection. In some lessons this has led to students making good progress. This has been helped by the improved way the school ensures that students are building up literacy skills and using them in all of the subjects they study.
- The school has a policy to give students the opportunity to sit GCSE English examinations earlier than in Year 11. This does not limit the potential of students, including the most able, in any way as they can take the examination again to try to achieve a higher grade.
- The work in students' books has improved greatly in the last year in terms of the presentation and the amount of work produced in lessons. This is as result of a determined focus on encouraging students to have pride in their work.
- The progress that students make in the sixth form requires improvement. Some students struggle to make enough progress in their first year in the sixth form. This is because their GCSE examination qualifications were not high enough to ensure that they were capable of successfully working at a higher level. The school has now raised the entrance requirement for sixth form to address this problem.
- In some A-level subjects, for example art and history, students' progress has not been good enough and the grades they achieve have been too low.

The quality of teaching

requires improvement

- Despite significant improvement since the previous inspection, there is still too much teaching that is not consistently good. While there has been a considerable improvement in the teaching of mathematics, these improvements are recent.
- Where teaching requires improvement, too much of the lesson is taken up with teachers talking

to the whole class. Students are not given enough opportunities to get on with work. This sometimes slows the pace of learning because they are waiting to be told what to do next.

- In some lessons, teachers do not pay close enough attention to the progress of students who are eligible for free school meals. Work given to these students does not always ensure that they are appropriately challenged. As a result, the progress these students make is not accelerated so that they can achieve the expected standards for their age.
- While there is some good teaching in the sixth form teachers do not always expect enough of students. In some lessons, teaching does not help students build up the skills to work independently.
- There has been a successful drive to improve the way that teachers explain, at the beginning of lessons, what they expect students to learn. Throughout the lesson, students are reminded of what they have to achieve and, when they find work difficult, teachers provide helpful support. These improvements are ensuring that students are much more engaged in lessons and can understand what is expected of them.
- In lessons, the relationships between staff and students are good. As a result, students are keen to do well and their behaviour is good.
- Teachers' marking has improved. Students receive regular comments on their work and are told how they can improve. Teachers ask students to complete helpful summary evaluations when they have completed a topic of work. These evaluations help students to match their achievements to projected examination grades or expected levels.
- Teachers are monitored regularly and the feedback they receive helps them to improve their performance. Bespoke training and support for teachers has been very successful and has resulted in the increase in the proportion of good and outstanding teaching. This training and support has almost eradicated inadequate teaching in mathematics.
- Teachers are increasingly creating opportunities to promote students' social, moral, cultural and spiritual development. There are now checks on this when teaching is observed. A particularly effective opportunity was seen in a geography lesson when students discussed opinions and attitudes about the social and moral issues of pollution and global warming.
- There is a growing proportion of lessons where teaching is outstanding. In a drama lesson seen, the students were captivated by the excellent performance of a small group of students. Highly skilful teaching followed when the teacher challenged students to respond to the drama; they were extremely confident in doing this and highlighted the impressive learning that had taken place.

The behaviour and safety of pupils are good

- Students' behaviour is good. They enjoy lessons and are often keen to get on and complete the work they have been given.
- There is a friendly atmosphere in lessons and around the school. Students are considerate towards each other and to adults. In lessons, students work well together in pairs and in groups.
- Almost a third of parents and carers that responded to the online questionnaire, Parent View, said that they did not know how effectively the school deals with bullying. Inspection evidence

shows that the school is effective in dealing with bullying, including cyber- and homophobic bullying. Students report that bullying happens rarely and is always dealt with quickly.

- Students feel safe in school. They appreciate the work that has been done to the perimeter fence to keep the site a safe place. Students are confident that if they approached any member of staff with concerns action would be taken.
- Attendance is broadly average. The attendance of students who are known to be eligible for free school meals and disabled students and those who have special educational needs is improving. The attendance of girls, while broadly average, is not as good as boys.
- The number of exclusions is very low. Students at risk of exclusion are given appropriate support.

The leadership and management are good

- The headteacher has shown a determination to deal with the key issues raised at the previous inspection. In doing so, he has been able to lead a culture change within the school which has 'recognised that things needed to improve'. He works in partnership with the recently appointed deputy headteacher, who has made a significant contribution to the recent accelerated progress the school has made. She is driven by extremely high expectations and has brought to the school new ideas and ways of working that are achieving success.
- Aply supporting the work of the headteacher and deputy headteacher, the senior leadership team have successfully passed on the wave of optimism and drive for higher expectations across the school. Individual members have led on the good improvement to the school's regular checks on student progress and the highly effective coaching programme for teachers.
- The coaching programme has improved the quality of teaching. Effective teachers have acted as coaches and have worked alongside teachers who need to improve the quality of their teaching to good or better.
- Teachers' performance is monitored closely. Regular lesson observations, scrutiny of teachers' plans and the work that students produce all provide important evidence of a teacher's effectiveness. This evidence informs the targets that teachers are given, which always include a target to improve the progress of the students they teach.
- Senior leaders, supported by governors, have not ducked any issues relating to teaching. Underperforming teachers have been challenged and supported. Some teachers who have not performed as well as expected have not been moved up the salary scale.
- There has been an improvement in the quality of subject leadership. Subject leaders are expected to monitor their departments, making regular checks on the quality of teaching and student progress. This is being done, and subject leaders are acutely aware of the expectations of senior leaders and how they will be held to account by them for the performance of their teams.
- The support partners have provided the school with good support. They have led several checks on the quality of teaching which have highlighted what the school needed to do to improve further. There have also been helpful opportunities for teachers to see good practice in the supporting academy and to work alongside effective teachers and subject leaders.

■ The governance of the school:

- The governing body has a secure knowledge and understanding of the school's strengths and areas of development based on the detailed information it receives from senior leaders and the way it interrogates this information in meetings. Governors have received training on raising standards. They are aware of the need to raise further the standards achieved by students eligible for the pupil premium and, more generally, the standards in mathematics and the sixth form. Governors are aware that pupil premium funding has been used in a variety of ways to support eligible students including one-to-one tuition, providing a breakfast club and the appointment of a student counsellor. Governors are pleased about the improvement in standards achieved by these students but recognise that there is still some way to go in ensuring that more achieve a GCSE grade C or above in English and mathematics. Governors ensure that procedures for safeguarding meet requirements. In particular, they have instigated the work on securing the site to make it a safe place.

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	137158
Local authority	N/A
Inspection number	399174

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Academy
School category	Non-maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1200
Of which, number on roll in sixth form	160
Appropriate authority	The governing body
Chair	Margaret Lovell
Headteacher	Jonathon Hickman
Date of previous school inspection	5 October 2011
Telephone number	01623 425100
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