

Inspection of Manor Church of England Academy

Millfield Lane, Nether Poppleton, York, North Yorkshire YO26 6PA

Inspection dates: 29 and 30 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Manor Church of England Academy as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Manor Church of England Academy is a school where all staff have high expectations of their pupils. The religious ethos of the school runs through all of its work. School leaders have a clear vision for the school. They have ensured that the curriculum is ambitious. Staff are keen to do their best for every pupil. More pupils now go on to study A levels and to further education than in the past.

The vast majority of pupils behave well in lessons and around school. Little learning time is lost. Most pupils get along well with each other. When pupils report bullying, staff act quickly to sort out any issues. There is support for pupils to make better choices in the future if they do misbehave.

Most pupils attend well. They report that they feel safe in school and enjoy taking part in a range of enrichment activities. There are opportunities for pupils to develop leadership skills. Some take part in the 'young leaders' award, while others coach younger pupils as part of their sports leaders' role.

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

Leaders have developed a challenging curriculum for all pupils. Subject leaders have identified the important knowledge that they want pupils to know and remember. Teachers use a range of strategies to check that pupils have learned this knowledge. In many subjects, teachers regularly revisit key concepts that pupils have been taught before. Where this happens consistently, pupils remember what they have learned.

Many pupils with special educational needs and/or disabilities (SEND) receive effective support to help them to achieve well. In most cases, teachers adapt their approach so that pupils with SEND can access the curriculum successfully. However, a few support plans do not have sufficiently detailed information about the best ways to support pupils. On occasion, the planned support in lessons for these pupils is not as effective as it could be.

Pupils at the early stages of learning to read are identified on entry to the school. Those who need additional help to read fluently are supported by trained staff. As a result, these pupils quickly learn to read.

Most pupils behave well in classrooms and around school. They enjoy talking with their friends at social times. Leaders analyse behaviour information carefully. There are a few pupils who do not behave consistently well, including using derogatory language towards others. On a few occasions, this poor behaviour can sometimes disrupt lessons. Some teachers do not consistently address this.

Pupils have a strong understanding of different faiths. They know how to keep themselves safe, including online. Pupils enjoy the supplementary personal, social,

health and economic (PSHE) enrichment days. However, some pupils cannot consistently recall some of the important information from these events. Leaders have plans in place to change their approach to the delivery of the PSHE curriculum to better support pupils to remember this important knowledge.

There is a diverse and comprehensive enrichment programme. Leaders use participation data, along with pupil voice, to develop and expand the programme. Pupils in key stage 4 are well supported by an independent careers advisor. This helps them to be well prepared for their next steps. However, pupils across the school do not consistently learn about the world of work through the taught curriculum.

Trustees and governors know and understand the school. They have sought advice and support to help to improve the school. School leaders provide clear information and accurate analysis for governors. Governors hold leaders to account and check that decisions made are in the best interests of the pupils.

Staff new to the school receive strong support from school leaders. The continual professional development provided by the school is effective. Leaders consider staff's workload and well-being. Staff value the changes that have been put in place to support them with this.

Safeguarding

The arrangements for safeguarding are effective.

The systems in place for helping to keep pupils safe are robust. All staff undertake regular safeguarding training. They know the signs that suggest a pupil may be at risk of harm. Staff are swift to report any concerns.

School leaders have built up effective relationships with the local support agencies. If making a referral, school leaders are diligent and thorough in following it up. They make sure that a pupil receives the support that they need.

Pupils learn about different safeguarding risks and how to report concerns. This includes how to stay safe online and drug awareness. School leaders are aware of the local safeguarding risks. They adapt the curriculum to make sure that pupils know about these hazards.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few staff do not apply the school's behaviour policy consistently. A small number of pupils occasionally disrupt learning in some lessons or use inappropriate language. Leaders should ensure that all staff apply a consistent approach to managing pupils' behaviour.

- Some support plans for pupils with SEND do not identify information about pupils' needs precisely enough. Consequently, some staff do not consistently provide the support that these pupils need to ensure they can access the curriculum. Leaders should ensure that all support plans clearly identify the strategies needed so that adults can provide effective support 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	136544
Local authority	York
Inspection number	10211901
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1140
Appropriate authority	Board of trustees
Chair of governing body	Mr A Richardson
Principal/Teacher in charge	Simon Barber
Website	https://mce.hslt.academy
Date of previous inspection	Not previously inspected

Information about this school

- Manor Church of England Academy opened as an academy in August 2012.
- Manor Church of England Academy is a member of the Hope Sentamu Learning Trust. The school is designated as having a religious character.
- 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.
- The school uses the following alternative providers: The Danesgate Community, York College, Evolve Sports Academy, Tang Hall Smart Music, and Bilbrough Country Classroom.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school. It was the first inspection since the school opened as an academy.

- Inspectors met with the principal and other senior leaders, including those responsible for safeguarding. The lead inspector met with some members of the local governing body, including the chair of governors, and some trustees. An inspector met with the chief executive officer. A telephone conversation was held with the local authority's deputy head of children's services.
- To evaluate the quality of education, inspectors carried out deep dives in English, mathematics, science, physical education and languages. Inspectors met with curriculum leaders and groups of teachers. Inspectors visited lessons, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors heard pupils read.
- Inspectors met with leaders responsible for the school's wider curriculum offer. Inspectors observed form time, reviewed the school's reading curriculum and listened to pupils reading to staff.
- Inspectors reviewed the systems that the school has in place to keep pupils safe. Inspectors spoke to several groups of pupils, including some in single-gender groups, to understand their experience of school. Inspectors scrutinised a wide range of documentation, including safeguarding records and policies, to ensure that appropriate actions are being taken to keep children safe.
- Inspectors considered the views of 62 members of staff and 388 pupils who responded to Ofsted's surveys. The views of parents were considered from the 274 responses to the Ofsted Parent View questionnaire and through telephone discussions with the lead inspector.

Inspection team

Gordon Watts, lead inspector	Ofsted Inspector
Angela White	Ofsted Inspector
Julian Appleyard	Ofsted Inspector
Eleanor Belfield	Her Majesty's Inspector
Barry Found	Ofsted Inspector

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