

Inspection of a good school: The Manor Academy

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

Inspection dates: 30 and 31 January 2024

Outcome

The Manor Academy continues to be a good school.

The headteacher of this school is Katrina Kerry. This school is part of The Two Counties 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), Wesley Davies, and overseen by a board of trustees, chaired by Karen Potts.

What is it like to attend this school?

The school's values of ambition, teamwork and honesty are evident in the actions of staff and pupils. There are high aspirations for what all pupils, including those with special education needs and/or disabilities (SEND), can achieve. The school provides learning and wider opportunities that pupils enjoy and benefit from. Pupils are well prepared for life in modern Britain. They say they are encouraged to respect difference and they do.

There are high expectations of pupils' behaviour and these expectations are increasing all the time. Most pupils behave well. Pupils say that they have trusted adults with whom they can share concerns. On the rare occasions when bullying happens, pupils say that it is addressed. Pupils feel safe. Sixth-form students, including those new to the school, say that they feel well supported.

There is a wide range of clubs in which many pupils, including those with SEND, participate. An American Football club and a girls' football club have been created in response to pupil interests. Pupils benefit from trips such as to First World War battlefields linked to their study of history and a London theatre trip connected with their drama lessons.

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

The school's curriculum is ambitious. It is underpinned by the aim that all pupils will develop the knowledge and critical thinking skills they need to be successful during their time in school and beyond. The school has identified the small steps that pupils need to take to learn the complex important knowledge that the curriculum sets out. Most pupils develop secure knowledge of the subjects they study. The sixth-form curriculum is equally ambitious and builds on what pupils have studied in key stages 3 and 4.

The school has adopted a consistent approach to the elements that should be included in each lesson. This means pupils know what to expect in every classroom. Teachers use their strong subject knowledge to help pupils develop their understanding of subject-specific vocabulary. In each subject, there are systems in place to ensure that teachers check pupils' understanding. On occasions, teachers do not rigorously check all pupils' understanding. Some teachers do not consistently use their knowledge of what pupils know to help pupils develop a more sophisticated understanding of the subjects they study.

Reading is prioritised. Many pupils say that they enjoy reading. There is a range of opportunities for pupils to engage with books, including in reading assemblies and hearing from visiting authors. Effective support is in place for those who are not yet fluent readers.

Pupils with SEND achieve well. They successfully learn the curriculum alongside their peers. There are clear procedures in place to identify pupils' needs. Teachers adapt their lessons for pupils with SEND using the information in pupil passports. Pupils with SEND receive support from mentors with whom they meet on a regular basis.

Most pupils behave well. Pupils' conduct is calm and orderly. They treat one another with respect. A small number of pupils feel that behaviour could be calmer in a small number of their lessons.

The school uses a range of strategies to promote attendance. These strategies include rewards, meetings with parents and carers and providing information about the importance of attending school. The school's hard work is beginning to have a positive impact. However, too many pupils, including vulnerable pupils, do not yet attend well enough.

Pupils study a well-sequenced personal, social, health and economic education curriculum. They learn about healthy relationships and identity. The school promotes independence and resilience. Pupils in key stage 3 complete challenges related to attendance, reading and helping in the community. They record their successes in 'The Climb' booklet and receive rewards.

Pupils benefit from opportunities to learn about the world of work. The school has created an alumni network and former pupils visit the school to talk about their career pathways. Sixth-form students appreciate the help their form tutors provide in exploring their options when they leave school.

The school is working hard to foster relationships with the community it serves. Parents currently hold mixed views about the school.

Staff are overwhelmingly positive about their experience of working at the school. They value the changes made to reduce their workload while continuing to focus on providing pupils with a good quality of education. Staff benefit from regular training. They share the vision of the school and the trust that all pupils deserve the opportunity to succeed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, teachers do not routinely check pupils' understanding with sufficient precision to help them move their learning on. This means that there are occasions when pupils miss out on opportunities to correct misconceptions and to deepen their understanding of the subjects they study. The school should ensure that pupils are consistently provided with opportunities to deepen their understanding and connect their learning.
- Some pupils, including the most vulnerable, do not yet attend well enough. As a result, they miss out on the good quality of education and the wider opportunities that the school provides. The school should ensure that the work to support pupils who are regularly absent enables these pupils to attend more often.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good on 1 and 2 May 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137158
Local authority	Nottinghamshire County Council
Inspection number	10313274
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,298
Of which, number on roll in the sixth form	88
Appropriate authority	Board of trustees
Chair of trust	Karen Potts
CEO	Wesley Davies
Headteacher	Katrina Kerry
Website	www.manor.ttct.co.uk
Dates of previous inspection	1 and 2 May 2018, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, the school has increased in size by 478 pupils.
- The school currently uses one registered and one unregistered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, subject leaders, staff, the CEO, the chair of trustees and members of the governing body.
- Inspectors carried out deep dives in English, mathematics, history and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors met with leaders responsible for pupils’ behaviour, attendance and personal development. They also met with leaders responsible for the provision for pupils with SEND and alternative provision.
- Inspectors met formally and informally with groups of pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors considered responses received on Parent View, including free-text responses. They also considered responses to the Ofsted surveys for school staff and pupils.

Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty’s Inspector
Damian Painton	Ofsted Inspector
Sarah Sadler	Ofsted Inspector

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