

Inspection of an outstanding school: Manorside Academy

Evering Avenue, Parkstone, Poole, Dorset BH12 4JG

Inspection dates:

14 and 15 May 2024

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The principal of this school is Gemma Sutter. This school is part of Ambitions Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Fay MacRitchie, and overseen by a board of trustees, chaired by Alison Beane.

What is it like to attend this school?

Pupils at Manorside Academy feel safe and happy. They know that there are many trusted adults they can speak to. They feel part of a community. The school's values are well-understood by everyone and shine through all areas of school life. As a result, pupils are respectful, resilient and kind. Being 'unique' is celebrated. Pupils enjoy sharing in each other's successes. Discrimination and bullying are not tolerated. The school takes bullying seriously and has made many positive changes to ensure this remains the case.

The curriculum is ambitious for all pupils, including the youngest children in the early years. The school has made many recent changes, including the teaching of early reading and mathematics. Pupils with gaps in their knowledge are supported to catch up. They enjoy learning a wide-range of subjects.

The extra-curricular offer is a strength of the school. Sports, music and performing arts are all popular. All pupils have the opportunity to attend trips and visits which enrich their learning, including developing an understanding other cultures and religions. Staff take every opportunity to develop pupils' confidence. Relationships between staff and pupils are warm and respectful.

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

The school's curriculum has been meticulously planned. The school has responded robustly to poor published outcomes. It knows that many pupils need to catch up. As such, the school maintains a sharp focus on pupils' progress. It has identified the most

important knowledge and vocabulary it wants pupils to know, and in which order. This means that pupils are starting to make links between prior and current learning. Many subject leaders and teachers are new to the school, so much of this work is recent. Staff have benefitted from training to help them to deliver the curriculum as intended. For example, in mathematics, there are now more opportunities for pupils to revisit learning. However, sometimes, the questions pupils are asked and the activities they complete do not enable them to develop a secure understanding of the content. This means that pupils' recall is not secure and they do not deepen their understanding.

There is a sharp focus on reading. The school's phonics programme is now being delivered consistently. This begins in the nursery, so children get off to a strong start. Older pupils who need to catch up are given extra help. In addition, new initiatives such as weekly 'book club' have had a positive impact on pupils' love of reading. Pupils are curious about books and enjoy their reading lessons.

In the early years, children learn in a stimulating and carefully planned environment. Staff in the nursery know the children well. In both the nursery and Reception classes, children develop an understanding of number and language alongside a range of activities which support their fine motor skills. There are high expectations of what children can do. As a result, they talk confidently about their learning, making links between the stories they have listened to and their understanding of the world. This prepares them well for key stage 1.

The school has a higher-than-average number of pupils with special educational needs and/or disabilities (SEND). It is highly effective in identifying these pupils and supporting them and their families. Pupils who are attached to the specialist provision receive a personalised curriculum from well-trained staff. The school has high expectations for all pupils and ensures that any barriers to participation are removed.

The school is calm and orderly. The new behaviour policy helps staff to positively support pupils in the classroom, while ensuring that low level disruption is not tolerated. Pupils learn how to recognise their own feelings and communicate these in positive ways. The school has been highly successful in improving attendance.

The school's commitment to pupils' character development is reflected in the range of extra-curricular opportunities available. These include cookery, golf, football and craft. The vast majority of pupils take part in these clubs and activities. The school's music provision is a particular strength and singing assemblies are a highlight of the week for many, contributing the strong sense of community. Pupils learn how to keep themselves physically and mentally healthy and recognise risks, including online.

The school has undergone significant change in the last 18 months. Staffing is now stable and a high-quality curriculum is in place. Leadership is strong and there is a relentless drive to ensure that academic outcomes for pupils improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The activities that pupils complete do not always support effective learning. As a result, pupils' recall is variable; they do not always have opportunities to revisit prior learning and deepen their understanding. The trust must ensure that staff are supported to deliver the intended curriculum consistently well and in ways that ensure pupils know and remember more.
- Much of the school's work on the curriculum is very new. As a result, the school has not yet been able to fully monitor and evaluate its impact. The trust must support leaders in this work, so that the curriculum is robustly evaluated, and curriculum implementation is improved, where needed.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in February 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	141745
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10322290
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	Board of trustees
Chair of trust	Alison Beane
Principal	Gemma Sutter
Website	www.manorside-academy.co.uk
Date(s) of previous inspection	21 and 22 February 2018, under section 5 of the Education Act 2005

Information about this school

- The school has been part of Ambitions Academies Trust since April 2015.
- The school has a nursery on-site with 35 children on roll.
- The school has a specialist provision for pupils with ASD (autistic spectrum disorder) and/or SEMH (social, emotional, mental health) difficulties.
- The school uses two unregistered alternative provisions.

Information about this inspection

- 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.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector 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.
- The inspector also looked at pupils' writing and work in the wider curriculum.

- The inspector analysed 47 responses to Ofsted's online survey, Ofsted Parent View.
- The inspector also considered the responses of staff to Ofsted's online survey.
- The inspector spoke with groups of pupils.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector met with the special educational needs and disabilities coordinator and discussed how pupils with SEND are identified and supported.
- The inspector met with staff who oversee the personal development, behaviour and attendance of pupils.
- The inspector met with the CEO and chair of Ambitions Academies Trust and the chair of the Academy Advisory Committee.

Inspection team

Victoria Griffin, lead inspector

His Majesty's Inspector

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