

# Manor Community Academy

Address: Owton Manor Lane, TS25 3PS

Unique reference number (URN): 141686

## Inspection report: 11 November 2025

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 ●

The school's inclusive culture and tailored provision enables vulnerable pupils to achieve well. They make significant progress from their starting points, academically, socially and emotionally.

Leaders acted immediately in response to a dip in disadvantaged pupils' GCSE grades in 2024. The improvements put in place had an immediate impact. By the summer of 2025, for example, the proportion of disadvantaged pupils who achieved standard and strong passes in GCSE English and mathematics was well above the national average. Pupils with special educational needs and/or disabilities also achieved well.

The development of pupils' foundational knowledge and skills, such as being able to read fluently, is highly effective. Skilful support is in place to ensure that gaps are addressed. There is clear, sustained and demonstrable impact from this work. Pupils, including those who are most vulnerable, are well prepared for their next steps in education, training and employment. They are expertly supported to secure appropriate and ambitious destinations when they leave school.

### Inclusion

Strong standard ●

A highly-inclusive culture underpins life at Manor Community Academy. Leaders have excellent oversight of this aspect of their work. They work closely with external agencies so pupils get the help that they need. Pupils known to social care, and those with other notable vulnerabilities, are extremely well cared for.

Pupils with special educational needs and/or disabilities (SEND), including those supported in the specially resourced provision for pupils with SEND, are fully integrated into day-to-day life at school. Staff identify the needs of individual pupils precisely. Staff are well trained to put the right adaptations in place. Expectations of pupils with SEND are high. They access the same ambitious curriculum as their peers.

The school's pupil premium funding is strategically planned and monitored to benefit pupils. Where the school may use alternative provision, there is a clear rationale and leaders have effective oversight of this.

As a result of the school's culture of inclusion, pupils who benefit from this support achieve well, both academically and otherwise. Disadvantaged pupils demonstrate their learning through high-quality work. The performance of vulnerable pupils in recent external examinations is impressive. The most vulnerable pupils make excellent progress from their starting points.

## Leadership and governance

Strong standard ●

Leaders, including those with responsibility for governance, work collectively to ensure that pupils have a sense of belonging and thrive at Manor Community Academy. This is the case for all pupils, but particularly for those who are the most vulnerable and those who face additional barriers to their learning and wellbeing. The commitment from school and trust leaders to nurture the most vulnerable pupils is demonstrable, both recently and over time.

Leaders use the information available to them to accurately identify, implement and monitor school improvement priorities. For example, a professional development programme to strengthen teaching in English and mathematics has led to the attainment of disadvantaged pupils, including those with additional needs, outperforming the national averages for all pupils in these subjects. Similarly, leaders' actions to increase rates of attendance have had a sustained impact.

Staff are exceptionally positive about life at the school. Many staff who have worked at the school over time refer to the transformational differences that leaders have brought about. Staff at the school who are new to teaching speak very highly of the support they receive. The professional development opportunities for staff are well considered.

School leaders are supported effectively by colleagues from the trust, with appropriate oversight from the board of trustees, and locally from the academy council. At all levels, leaders are highly motivated and committed to the school, its pupils and the wider community. Most parents and carers rate the school highly. They recognise the notable impact that the school is having on their children.

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## Expected standard ●

### Attendance and behaviour

Expected standard ●

Recognising changes in patterns of attendance following the COVID-19 pandemic, leaders have focused heavily on reducing rates of absence. This has been successful. Pupils now attend school more regularly than was previously the case. Rates of absences are reducing over time. All groups of pupils are benefiting from these improvements, including more vulnerable pupils, such as those from disadvantaged backgrounds and those with special education needs and/or disabilities. When pupils do not attend, staff take swift action to follow-up on this.

The school environment is routinely calm. Lessons are settled and purposeful. Praise is used extensively to motivate and reward pupils. Applause is frequently heard throughout the school as pupils celebrate each other's achievements. Bullying happens infrequently. Pupils know that support is available to them when it does happen. Records show that staff act appropriately when concerns are raised. Most pupils have positive attitudes towards their learning and behave well. Where this is not the case, staff apply the school's behaviour

policy consistently well. They support pupils to reflect on and improve their behaviour when needed. Rates of suspension, while falling, remain higher than leaders want them to be.

## **Curriculum and teaching**

**Expected standard** ●

Leaders have focused the curriculum on the core skills that pupils need for life after school, including reading, writing and mathematics. As a result, the curriculum in these subjects is embedded and successfully implemented. Pupils who are less confident with reading get expert guidance and help. This support is well led and consistently delivered effectively. Reading for pleasure is a high priority. Older pupils set an example by listening to younger pupils read.

The quality of the curriculum in other subjects has improved since the school's previous inspection. For example, in history, leaders have restructured the curriculum so that pupils learn key knowledge and skills effectively. In some subjects, where improvements are underway, the depth of pupils' learning is variable. Leaders are aware of this. They have set out further changes to address this.

Teaching in lessons is purposeful. The needs of vulnerable pupils, including those with special educational needs and/or disabilities, are well known and addressed by teachers and support staff. Teachers identify misconceptions, both in lessons and through carefully planned assessments. They take appropriate actions to address gaps in pupils' knowledge.

## **Personal development and well-being**

**Expected standard** ●

The school puts an appropriate personal development programme in place. Much of this is taught through the school's well-planned 'LIFE' curriculum. This includes coverage of statutory content such as healthy relationships. Leaders provide training for staff to teach the 'LIFE' curriculum but the impact of this is inconsistent. The personal development programme also provides opportunities for pupils to become active citizens, learning more about the world around them, while reflecting on their own views and the opinions of others. Although the intentions of this offer are high, there is variation in the extent to which all pupils benefit.

A range of extra-curricular opportunities are available at school. For example, a forthcoming whole-school performance of 'Legally Blonde' enables some pupils to showcase their talents and interests. The school's 'iAspire' challenges promote character building. However, pupils' interest in some of these initiatives and opportunities is variable. As such, the impact of this programme is not as strong as other aspects of the school's offer.

Pupils benefit from the careers education programme. They receive independent, impartial advice and are very well prepared for their next steps. The number of pupils who go onto a sustained destination, such as education, training and employment has risen rapidly. This is the case for all pupils, including the most disadvantaged. Pupils with special educational needs and/or disabilities (SEND), including those who access the specially resourced provision for pupils with SEND, are well prepared for life after school as they begin to enter adulthood.

In line with the school's highly inclusive culture, the pastoral support provided to pupils is highly effective. Day-to-day arrangements means that there is always help on hand when pupils need it. Pupils speak highly of the pastoral system.

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

Pupils thrive at Manor Community Academy. The school supports disadvantaged pupils very well. Pupils with special educational needs and/or disabilities (SEND), pupils known to social care, and looked-after pupils, all make significant progress from their starting points, academically, socially and emotionally. Pupils are well prepared for life after school. The vast majority of older pupils go on to access meaningful education, training and employment.

Lessons are purposeful. Pupils are well taught by highly-motivated staff. As a result of recent changes to the curriculum, and improvements to teaching, pupils' academic outcomes have risen rapidly. For example, the proportion of pupils achieving standard and strong passes in GCSE English and mathematics are well above national averages. This is true for all pupils, including those who are disadvantaged and those with SEND. Younger pupils who are weaker readers are supported by experts to become fluent, confident readers.

Pupils know that they have adults around them to provide high levels of support when this is needed. Relationships between adults and pupils are warm and effective. Strong pastoral arrangements enable pupils to get the help and advice they need to prosper. The school's inclusive culture enables pupils to feel safe and valued.

Pupils attend school more regularly than was previously the case. Standards of behaviour in lessons have improved rapidly. Expectations for learning are consistently high. As a result, pupils engage in their lessons with few distractions. Occasionally, some pupils misbehave and do not meet the school's high expectations. When this happens, appropriate consequences are put in place swiftly. Rates of suspension have been high but are currently falling.

Pupils develop their character well through the personal development programme in place. The school also offers a range of extra-curricular activities. However, the impact of the school's work in this area is less well developed than from the academic offer.

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## Next steps

- Leaders should embed recent improvements to the curriculum and teaching so pupils deepen their knowledge and build on their strong achievement.
  - Leaders should review the extent to which the personal development programme has a positive impact on all groups of pupils. They should make refinements as appropriate, so that pupils develop a greater understanding of the world around them, while also benefiting more consistently from the wider opportunities and experiences on offer at the school.
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## About this inspection

This school is part of Northern 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, Jane Wilson, and overseen by a board of trustees, chaired by Mark Sanders.

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 principal, leaders from the school and from the trust, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with the chair of the board of trustees, as well as a representative from the local authority.

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.

The inspectors confirmed the following information about the school:

The school hosts a resourced provision for up to 20 pupils with autism.

The school makes use of three alternative provisions, including one that is unregistered.

Principal: Mr Steve Jones

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### Lead inspector:

James Duncan, His Majesty's Inspector

### Team inspectors:


Ian Rawstorne, His Majesty's Inspector

Chris Carr, His Majesty's Inspector

Hannah Millett, His Majesty's Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 11 November 2025

## School and pupil context

### Total pupils

**995**

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

**1,326**

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: 1,152

### Pupils eligible for free school meals (FSM)

**53.27%**

Well above average

### What does this mean?

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

National average: 28.9%

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

**2.61%**

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**

**16.28%**

Close to average

### **What does this mean?**

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

National average: 13.4%

## **Location deprivation**

**Below 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)**

**Resourced provision**

### **What does this mean?**

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

## **Type of specialist provision (if applicable)**

# ASD - Autistic Spectrum Disorder

## What does this mean?

The type of Special Educational Needs provision provided at the school (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	49.2%	45.2%	Close to average
2023/24	38.1%	45.9%	Close to average
2022/23	49.1%	45.3%	Close to average

### 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	46.8	45.9	Close to average
2023/24	42.1	45.9	Close to average
2022/23	44.3	46.3	Close to average

### 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	-0.40	-0.03	Below
2022/23	-0.20	-0.03	Close to average
2021/22	-0.37	-0.03	Below

## 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	41.8%	25.6%	Above
2023/24	22.7%	25.8%	Close to average
2022/23	41.4%	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	42.6	34.9	Above
2023/24	34.6	34.6	Close to average
2022/23	40.1	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	-0.75	-0.57	Close to average
2022/23	-0.55	-0.57	Close to average
2021/22	-0.68	-0.55	Close to average

## 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	41.8%	52.8%	-11.1 pp
2023/24	22.7%	53.1%	-30.4 pp
2022/23	41.4%	52.4%	-11.1 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	42.6	50.3	-7.7

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	34.6	50.0	-15.4
2022/23	40.1	50.3	-10.2

## 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	-0.75	0.16	-0.92
2022/23	-0.55	0.17	-0.71
2021/22	-0.68	0.15	-0.83

## 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
2022 leavers	89%	93%	Below
2021 leavers	93%	94%	Average
2020 leavers	95%	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 (1 term)	9.4%	7.7%	Above
2023/24	10.8%	8.9%	Above
2022/23	12.1%	9.0%	Above

## 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 (1 term)	25.9%	21.1%	Above
2023/24	30.9%	25.6%	Above
2022/23	36.3%	26.5%	Above

## 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 standards expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards 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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