



# Manor School and Sports College

Inspection Report

**Unique Reference Number** 122119  
**LEA** Northamptonshire  
**Inspection number** 281170  
**Inspection dates** 10 May 2006 to 11 May 2006  
**Reporting inspector** David Martin HMI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Comprehensive	<b>School address</b>	Mountbatten Way
<b>School category</b>	Foundation		Wellingborough
<b>Age range of pupils</b>	11 to 19		Northamptonshire NN9 6PA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01933 623921
<b>Number on roll</b>	780	<b>Fax number</b>	01933 460818
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Mike Sharland
<b>Date of previous inspection</b>	16 October 2000	<b>Headteacher</b>	Mr Paul Wingfield

Age group	Inspection dates	Inspection number
11 to 19	10 May 2006 - 11 May 2006	281170

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## Introduction

The inspection was carried out by one of Her Majesty's Inspector's and three Additional Inspectors.

## Description of the school

Manor School and Sports College is a specialist sports college with extended school activities. Sixth form provision is delivered through a consortium arrangement with other local schools. The proportion of students with learning difficulties and/or disabilities is in line with the average; with that of students with a statement of special education need above average. There are significant numbers of wheelchair users on roll. The number of students eligible for free school meals and indicators of social disadvantage is lower than average. Most students are of White British background with some 5% of students having a different cultural heritage

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with some outstanding features, particularly in the personal development of its students. Specialist sports status has had a growing impact on achievement, attitudes and involvement with the wider community. The school is well led by a visionary headteacher who is ably supported by effective senior and middle managers. Governors play an active, supportive role and hold the school effectively to account. As a result the school has made good progress since the last inspection and has built the capacity to improve even further. It offers good value for money. The school knows itself well, but was over-cautious in all self-evaluation judgements. Parents and pupils respond very positively when regularly asked for feedback, and their views are frequently acted upon. The care and support for the individual underpins everything that the school does. Pupils receive excellent personal guidance and the provision for their spiritual, moral, social and cultural development is outstanding, as seen in the 'family' tutor groups. Students respond by accepting responsibility, behaving well and treating everyone with respect. This is evidenced by the complete integration of wheelchair-bound students. The tailoring of the curriculum and wider opportunities for changing student needs is another example of responsive provision. The wide range of courses and extension opportunities on offer, including a growing vocational element, match the needs of students very well. Teaching is good and improving. Senior leaders monitor and support teaching staff and are committed to extending the range of teaching styles, including the wider use of information and communication technology (ICT). As a result standards are good overall, although more able students do not all convert progress made by Year 9 into higher grades in Year 11. Target-setting is already being developed alongside provision for the more able to improve this aspect. Students could be more involved in assessment and be given more consistent feedback that helps them to improve, and teachers should plan work more effectively to individual needs.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 2**

The effectiveness and efficiency of the sixth form is good. The school benefits from the shared staffing and provision of four schools comprising The East Northamptonshire College consortium. Consortium arrangements are well managed, ensuring good access to a wide range of courses. Standards of Manor School and Sports College students' work and achievement are in line with expectations and meet local targets. Students are very well supported by their teachers and there are effective methods of communication which overcome any constraints of distance between the four schools. Teaching was good in the lessons observed on the school site. The school is actively developing teaching approaches that encourage students to be more independent and take initiative in learning. The curriculum offers a good range of traditional subjects at GCE AS and A level, but increasingly vocational courses are being offered to meet students' wider aspirations. Sixth formers are very good role models for younger students and are supported in this through: a strong tutor system; initiatives of the

sports college to develop individual responsibilities; a strong provision in citizenship; and well established links to community organisations. The leadership and management within the sixth form are good and respond effectively to the needs within the consortium. The sixth form provides good value for money.

### **What the school should do to improve further**

- Provide more structured feedback through marking and involve students in assessment so that work can be consistently matched to individual need.
- Develop the good practice in individual target-setting seen in Years 7 to 9 into Years 10 and 11, ensuring particularly that gains made at higher levels at the end of Year 9 are converted into higher grades at the end of Year 11.
- Ensure that judgements about the work of the school more accurately match the findings of self-evaluation.

## **Achievement and standards**

**Grade: 2**

**Grade for sixth form: 3**

The attainment of pupils is good in the main school and satisfactory in the sixth form. The attainment of students on entry to the school is broadly average. Levels reached at the end of Year 9 are significantly above national averages in mathematics and science and in line with the national average in English. The progress made by students is good overall, but again stronger in mathematics and science. All groups of students make equally good progress at all levels. By the end of Year 11 attainment is good and significantly above average for the progress made by all students. There are few notable differences in the performance of boys and girls, but the gains made by the more able at the end of Year 9 are not all converted into higher grades in Year 11. Sixth form standards indicate that the school is close to or just above national levels in AS and A level examinations. These results have all improved significantly in the last three years. Vocational examinations show a positive comparison with national figures, although presently with small numbers of students entered. The school is adding reasonable value from students' Year 11 performance. The school has current assessment evidence which indicates that targeted action should improve performance in the coming year. The specialist sports provision is already making an impact on achievement; predictions based on the progress of students taking new courses indicate that it will be even more significant in the future.

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

**Grade: 1**

**Grade for sixth form: 2**

Students' personal development and well-being are outstanding. Students are polite and courteous; they behave well and enjoy their education greatly. Students feel safe and secure. The rare incidents of bullying or other forms of harassment are effectively dealt with by staff. There is an anti-bullying campaign (ABC) drop in box in the learning resource centre and a 'text someone service' which is checked twice daily and dealt

with speedily and effectively. Attendance has improved and is above the national average for secondary schools. Students behave very well both in lessons and around the school. Staff consistently use a consequence procedure. This strong behaviour management strategy, and the skilful support received from outside agencies, results in very low numbers of students being permanently excluded and reduces even further the number of fixed-term exclusions. Students have an excellent understanding of the factors contributing towards healthy living. They are helped to lead healthy lives through strong physical education and personal, social and health education (PSHE) provision. There is significant take up of the very wide range of sporting and other activities provided at lunchtime and after school. Students enjoy the improved range of healthy eating options provided in the canteen. Students are given many opportunities to take responsibility, for example by serving on the school council. Students stand for election for the school council which has three working sub-committees. These look at the role of sport, health and the ethos around the school. The councils have a strong voice, are listened to and action often ensues. They have been influential in bringing about improvements, for example in the dining arrangements and the whole school environment. The moral, spiritual and cultural development of students is very good and their social development is outstanding. Students show great respect for each other and this is exemplified by the manner in which students who are confined to wheelchairs are totally integrated into every aspect of school life. They enjoy their learning, their peers enjoy their presence and they enhance every aspect of school life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good. Regular monitoring of teaching and support through a very good programme of observation and professional training have helped secure a high level of planning and consistency of expectations in lessons. Consequently, students respond well across the range of subjects and learn well, making particularly good progress in Years 7 to 9. In the several outstanding lessons seen, challenge and variety, including good use of ICT, motivate and maintain the attention of classes very well. Students enjoy their learning and are keen to do well. In some lessons, activities could be adapted more to meet the full range of ability of the students. Although target setting helps support students' learning, the assessment of students' work in the classroom is inconsistent in giving helpful feedback. Teaching assistants are very effectively employed to support students with learning difficulties and disabilities. A new strategy to promote the best performance of higher attaining students is helping them to realise their full potential. In Years 10 and 11, some teaching follows the prescribed course too closely and is less stimulating than in the lower years.

## **Curriculum and other activities**

### **Grade: 2**

Students are well served by an appropriate and dynamic curriculum, where provision is reviewed regularly. The curriculum meets statutory requirements and is very well matched to changing student needs. The most able students are given opportunities to explore more demanding areas of learning, although this has yet to fully impact on achievement. The provision for students with learning difficulties and disabilities is very good throughout the school. Students in Key Stage 4 have a wide range of options, including vocational courses. Some highly successful courses are provided in conjunction with further education colleges, whilst other vocational options are provided in school. The school is very responsive in tailoring the choice of courses to individual students' preferences. The curriculum is further enriched through a wide range of clubs and other outof- school activities, especially in sports. Additional lessons such as ICT are also available. Many trips are on offer, including several opportunities to travel abroad. The school's specialist sports college status has had a major impact on enriching and extending the learning experience of all students.

## **Care, guidance and support**

### **Grade: 2**

The school provides a good level of care, guidance and support. The school environment is welcoming and well cared for. There are very robust procedures for ensuring the safety and well-being of students. The school works productively with external agencies to provide strong support for vulnerable students and those with learning difficulties or disabilities. Effective support is provided to reintegrate students following fixed-term exclusions. Students are well prepared for adult life and future employment through the programme of careers education and guidance. Support for students' personal development is outstanding but aspects of individual support to ensure academic progress are less secure. Students are not always clear enough about what they need to do to improve their work. Some individual academic targets are insufficiently precise to be helpful.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good in the main school and the sixth form. The headteacher provides a purposeful, clear vision and direction, backed up by an effective and concise development plan. He is ably supported by an energetic senior team. Pastoral and subject leaders have been helped to drive forward change on agreed school priorities. This has resulted in improved outcomes for students, in both their academic and wider achievements and in their impressive development as responsible young adults. The school sets realistic targets for students, although the target-setting process at an individual level is still developing. The school has a strong commitment to recognising the value of all members of its community, investing generously in staff training and development. Accommodation is barely sufficient for student numbers

but the school is creative in its use. The outreach work with other schools and community groups, made possible partly through School Sports Partnership, is outstanding. The governors ensure that the school meets statutory requirements and are highly supportive, yet prepared to ask difficult questions when necessary. They have an effective committee structure and are linked to subject areas. Financial management is robust and the school offers good value for money. Parent and student views are sought regularly and suggestions are acted upon. The school leaders are very aware of its strengths and areas in need of development, but are over-cautious in their self-evaluation judgements. The school has the capacity, drive and desire to improve even further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	2
How well does the school work in partnership with others to promote learners' well-being?	1	2
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2	3
The standards <sup>1</sup> reached by learners	2	3
How well learners make progress, taking account of any significant variations between groups of learners	2	3
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	2
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	2	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	2
<b>How well are learners cared for, guided and supported?</b>	2	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

## **Text from letter to pupils explaining the findings of the inspection**

11 May 2006 Dear Students You will remember that your school was recently inspected, and I am writing to tell you what we found on our visit. Before I do, I must thank you for your friendly, open and helpful manner both in class and in discussions with members of the inspection team. This made the experience a very pleasant one for us. You told us that you are a good school, and we agree with you. Indeed, in some respects your school is excellent when compared to other secondary schools. These are some of the things we particularly liked:

- student attitudes, behaviour and the obvious enjoyment of learning
- the respect shown by everyone in the school towards each other
- the curriculum and wider opportunities made available to you, especially those made possible by being a specialist sports college
- the care shown by adults and the way that they are constantly looking to improve what you are offered.

Although all the work of the school is good, there are some things that can always be better! Some of the things that we have asked the headteacher and his staff to consider are:

- helping you to understand more clearly what you might achieve, so that you can all do as well as possible by the time you leave school
- helping you to improve your work in small steps in each subject, by giving more consistent guidance through marking and assessment.

Finally, you need to realise that a school is as good as the people who work in it. You are the school's greatest asset and should be very proud of this report. On behalf of the team I wish the school and each of you every success and happiness in the future. David Martin HMI Lead Inspector Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 [www.ofsted.gov.uk](http://www.ofsted.gov.uk)