

# The Manor School

## Inspection report

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<b>Unique Reference Number</b>	122829
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327806
<b>Inspection dates</b>	8–9 October 2008
<b>Reporting inspector</b>	Elaine Taylor HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	1353
Sixth form	185
Government funded early education provision for children aged 3 to the end of the EYFS	38
Childcare provision for children aged 0 to 3 years	38
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Margaret Lovell
<b>Headteacher</b>	Mr Jonathon Hickman
<b>Date of previous school inspection</b>	7 December 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Park Hall Road Mansfield Woodhouse Mansfield Nottinghamshire NG19 8QA
<b>Telephone number</b>	01623 425100

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<b>Age group</b>	11–18
<b>Inspection dates</b>	8–9 October 2008
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**Fax number**

01623 425101

**Age group** 11-18

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## Introduction

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

## Description of the school

The Manor School is a larger than average comprehensive with an average size sixth form. It serves the former coal mining community of Mansfield Woodhouse. The very large majority of students are of White ethnic origin and most live in wards with high levels of social and economic deprivation. The number of students who have learning difficulties and/or disabilities is above the national average as is the number who join the school during the school year. The school has been a specialist sports college since 1998. The school has achieved several awards including Artsmark and Sportsmark Gold. The school provides a range of extended services.

The on-site facilities for the Early Years Foundation Stage (EYFS) provide both creche and physical activity sessions in a separate building at Manor Sport and Recreation Centre.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Since the last inspection, the Manor School has continued to improve both its provision and the outcomes for its students. This is the result of strong and determined leadership in the school, especially that of the head teacher, combined with the dedication of the school's staff.

The extensive site has been imaginatively developed and provides excellent sporting facilities, good provision for information and communication technology (ICT) and specialised teaching areas for dance and drama. In addition, a farm unit supports the students' science and environmental land management courses. The next phase of development will see the dining facilities receiving much needed extension and improvement.

The school has worked hard to improve the quality of teaching and learning and as a result more lessons are good and some are outstanding. The school makes good use of assessment information and this, together with the improved teaching, is helping students to make good progress and reach higher standards. There is a strong focus on helping the students to assess their own work and that of their fellow students, but often teachers do not allow sufficient time for them to reflect on their learning. This means that they remain very dependent on the teacher and the pace of their learning slows.

The positive impact of the school's specialist status in sport is most evident in the contribution it makes to improving the health and self-esteem of the students. A significant proportion take part in sports and many spoke favourably of the way success in this subject has increased their self-confidence. Overall, their personal development and well-being are good and some aspects are outstanding. Students make an excellent contribution to the community for example as 'buddies' to younger students or as sports, art or modern foreign language leaders. The school council contributes well to school developments and there are many examples of improvements that have happened as a result of their suggestions. Behaviour is good and the number of exclusions has fallen dramatically.

Students feel safe and enjoy being in the school as a result of the good care, guidance and support provided. The school recognises that there is still work to be done to reduce absence, but staff are working hard with the support of a range of other professionals to improve attendance, which is now satisfactory. The individual support students receive from their mentors ensures that they understand the levels they have reached and what they need to do to improve.

The curriculum is good and is being further refined to support the development of students' personal skills. There is a good range of options at Key Stage 4, but the school does not fully ensure that all students have sufficient opportunities to follow a course that will lead to a recognised qualification at the end of Year 11. Students appreciate the wide range of extra-curricular activities available. The more varied range of sporting activities on offer has resulted in a significant increase in the number of girls who take physical exercise on a regular basis. The specialist status adds much to the life of the school and of the local community. The facilities are well used by a wide range of age groups. Expertise in the physical education (PE) department is being used to support the work in other subject areas and there are imaginative collaborations between departments to inspire the students.

Whilst leadership of the school is good overall, the governors are not fully involved in the self-evaluation processes, which are otherwise accurate and effective. This is evident in the

good progress that has been made on the issues from the last inspection. The improvements in all areas of the school's work demonstrate that there is good capacity to improve further.

### **Effectiveness of the sixth form**

#### **Grade: 3**

The sixth form's effectiveness is satisfactory overall, and has good features. Students' personal development is good. They make a mature and valuable contribution to the whole-school community and have responsible attitudes to learning. Attainment on AS- and A-level courses is below average, but students make satisfactory progress and achieve in line with their standards on entry to these courses. Students achieve especially well in the school's main specialist subject, physical education. The very large majority of students complete the courses that they begin and continue successfully to higher education or employment.

The teaching and learning seen were generally good and a few lessons were outstanding, although data indicates satisfactory progress overall. A helpful partnership with other local schools and a college provides an extensive choice of courses at all levels. Links with Yeoman Park Special School are strong and greatly benefit students from both schools. There is a good range of extra-curricular learning opportunities that is well supported. The help and guidance that students receive from subject teachers and mentors are helpful and much appreciated.

Leadership and management of the sixth form are satisfactory. Performance on-site is carefully monitored and evaluated. The school recognises the need to put in place a system to ensure that the quality of education that students receive in partner institutions is at least equal to that provided by the school.

### **Effectiveness of the Early Years Foundation Stage**

#### **Grade: 2**

Manor Minis is well led and managed and partnerships with external agencies are good. Children thoroughly enjoy their sessions here. The focus on improving health and physical activity ensures that children's personal development, encompassing their social and emotional needs and their health and physical activity awareness is outstanding. Adults are kind but firm and so behaviour is good. In the good quality physical activity sessions, children make rapid progress. Welfare needs are attended to rigorously and attention to hygiene is exemplary. A creative range of carefully planned activities covers all areas of learning and outdoor areas are frequently used for fun and play. Expertise shared with local schools has helped to revitalise primary teachers' skills in physical education. Several staff are new and, although skilled, the need for further training is acknowledged

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

- Ensure teachers provide regular opportunities in lessons for students to develop the skills needed to become independent learners and to reflect on their learning.
- Ensure all students are pursuing courses that will lead to an accredited qualification.
- Involve governors fully in school self-evaluation.

### **Achievement and standards**

#### **Grade: 2**

Standards in Key Stage 4 have improved since the last inspection with a significant improvement in 2008, when the school met challenging targets for the number of students gaining five or

more passes in GCSE examinations at grade C or above and when the measure includes English and mathematics. A significant number of students made better than expected progress by the end of Year 11 from their below average starting points so that their standards were close to the national average in 2008. Students enter the school with levels in reading and writing that are well below average and this is a considerable barrier to learning. However, because of the work the school does to improve literacy, the students make good progress in English in Key Stage 3. Progress in mathematics and science is slower, but overall students make satisfactory progress by the end of Year 9. Progress made in lessons has improved considerably and is now good. Those students who find learning difficult make good progress. In the specialist subject of PE, over 90% of students achieved the expected level at the end of Year 9, which is significantly above both local and national averages.

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

### **Grade: 2**

Students' social, moral and cultural development is good. Around school, students are courteous and friendly. Most of them enjoy their learning and are attentive and well behaved in lessons. They contribute generously to charitable causes and many support younger students who have physical or learning difficulties. Spiritual development has improved greatly since the previous inspection and is well supported in assemblies. Increasingly, teachers provide opportunities within lessons for reflection and creativity, although this is not yet fully consistent. Although students are persuaded in principle about healthy eating, many do not act on this conviction. Students are increasingly aware of the growing diversity of society and its different cultural traditions. The school council is an effective and efficient body, closely involved in a range of issues and students contribute to a wide range of decision-making processes. Drama and dance performances take place in the local community along with exhibitions of students' artwork. Most students acquire satisfactory skills in literacy, numeracy and ICT, which helps to assure their future well-being in an appropriate manner.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers have good subject knowledge and relationships in lessons are good. Busy, active teaching with a wide range of teaching strategies characterizes the lessons, which are planned well and have clear objectives for different levels of ability. Good explanations of what is needed to improve the level of the work feature in many lessons, but sometimes insufficient attention is paid to what the students are learning. There are examples of outstanding classroom practice, combining enthusiasm with pace and challenge. In these lessons, teachers provide stimulating learning activities and make good use of ICT. When lessons are more mundane and teachers talk too much, students are less positive about learning and this impedes their progress. There is too little independent learning and insufficient time to reflect on learning, especially at the end of lessons. There have been clear benefits of the specialist focus on PE in developing assessment for learning practice. Students are supported to assess their own and each other's work. However, the quality of written feedback in teachers' marking is variable.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is broad and balanced and meets statutory requirements, which was not the case at the last inspection. A new programme based on competencies and skills in Year 7 is supporting their progress in all lessons. In Years 10 and 11, students are able to choose from five pathways that meet their varied needs. However, some students have not had the opportunity to acquire recognised qualifications, because of the limitations of the alternative provision arranged for them. The partnership with other local schools and colleges provides a rich choice including new specialised diplomas. Good careers education and work experience opportunities prepare students well for their future employment. The personal development programme is comprehensive and provides a wide range of learning opportunities including themes covering health and safety, enterprise and sustainability. There is limited coverage of religious education themes in Key Stage 4. Exchange visits with China and Argentina are highlights in the extensive range of enrichment opportunities within the school, the local community and beyond.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The school has a strong commitment to meeting the needs of every student, and its provision for students who find learning more difficult, and those who are at an early stage of learning English, is a significant strength. An innovative mentoring system provides each student with advice and support to ensure that difficulties are identified early. Careful monitoring and good communication ensures that students are well informed about their progress. Expectations of more able students are appropriately high, but not all lessons provide these students with a suitable challenge. The school has established a centre for emotional health and well-being, and as a result of successful partnership with health agencies is addressing the difficulties associated with the social and economic problems of the community. Procedures to ensure students' safety are meticulous. Students feel safe and valued in school, and report that the few bullying or racist incidents are dealt with effectively. On-site provision for a small number of students whose behaviour disrupts others' learning has been effective both in reducing dramatically the number of exclusions and in raising the aspirations and achievement of many of those involved. Students are well advised about the choices and opportunities available both in Year 9 and Year 11.

## **Leadership and management**

### **Grade: 2**

Leaders and managers at all levels share a common sense of purpose to improve the school's performance. The headteacher's inspirational leadership enthuses all with the determination to further raise standards and achievement, which are already much improved since the last inspection. The academic targets adopted are increasingly challenging but realistic and attainable. A positive climate of raised expectations of what students can and should achieve is shared across all levels of management. The school's specialist status for sport is used very well to raise achievement and the quality of education across the curriculum. Senior and middle managers monitor and evaluate the school's performance closely, and use the findings effectively to determine priorities for action. Partnership with other institutions and services is good, and



extends curricular opportunities well for students. The monitoring and evaluation of teaching and learning have improved since the last inspection, and effective coaching to improve their quality results in teaching that is of generally good or better quality. Leaders and managers are fully committed to ensuring the school is an orderly and inclusive community. Tremendous efforts are made to link with and support the local community. Students are also helped to understand the wider world community - for example, by links with schools abroad. Methods to reduce the numbers of students excluded have proved effective and much is done to improve the attendance of persistent absentees. Governors are very committed and supportive of the school. However, they do not evaluate its performance closely enough to enable them to challenge management sufficiently strenuously.

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**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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	3
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well being?	2	2
The capacity to make any necessary improvements	2	3

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2	
How well do children in the EYFS achieve?	2	
How good are the overall personal development and well-being of the children in the EYFS?	1	
How effectively are children in the EYFS helped to learn and develop?	2	
How effectively is the welfare of children in the EYFS promoted?	2	
How effectively is provision in the EYFS led and managed?	2	

**Achievement and standards**

<b>How well do learners achieve?</b>	2	3
The standards <sup>1</sup> reached by learners	3	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/or disabilities make progress	2	

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners adopt safe practices	2	
The extent to which learners enjoy their education	2	
The attendance of learners	3	
The behaviour of learners	2	
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	3	

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	2	3
How well equality of opportunity is promoted and discrimination eliminated	2	
How well does the school contribute to community cohesion?	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

**Annex B****Text from letter to pupils explaining the findings of the inspection**

10 October 2008

Dear Students

Inspection of The Manor School, Mansfield, NG19 8QA

On behalf of myself and the other inspectors who visited your school recently, I should like to thank you for the way you contributed to the inspection.

We found that the school has improved a great deal since it was last inspected and the majority of you have contributed to that improvement by behaving better in lessons and attending more regularly. You are making better progress in your learning and achieving higher standards in tests and examinations. The students who took GCSE examinations last summer gained the best results ever for the school.

We recognise the hard work of all the staff to provide you with better teaching and more choices in the subjects you study and the additional activities on offer. Many of you told us that you think the way Mr Hickman leads the school is inspirational and we agree.

Being a specialist sports college has had many advantages and is helping you all to keep fit and healthy. You told us how you appreciate the excellent facilities you have for PE. We congratulate you on the excellent contribution you make to the school and to the local community through being 'buddies' to younger students and by helping in local primary schools.

We have asked the school to do the following in order to ensure this improvement continues.

- Make sure teachers help you to become more independent in your learning and give you opportunities in lessons to think about the progress you are making. You can help in this by making full use of the skills you gain in your Personal Development course.
- Make sure that all the courses you study give you the chance to gain a recognised qualification.
- Involve the governors of the school much more in checking the quality of the school's work.

I wish you all the very best for the future and hope many of you will read my full report that contains more details of our findings.

Elaine Taylor

Her Majesty's Inspector