

# Manor Community Academy

Owton Manor Lane, Hartlepool, Teesside TS25 3PS

## Inspection dates

21–22 February 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have not ensured that the quality of teaching is consistently good. Teachers' expectations of pupils are sometimes too low. Pupils, especially the most able pupils, are not challenged sufficiently in their learning.
- Teachers do not explain concepts clearly and so, sometimes, pupils do not understand what they have been asked to do and learn.
- Pupils do not make good progress from their starting points. This is particularly the case in science where, by Year 11, standards are well below average. Pupils' knowledge of scientific concepts and skills is underdeveloped.
- Disadvantaged pupils' achievement lags behind that of other pupils. Leaders and governors do not evaluate the impact of pupil premium funding effectively. They do not have an accurate view of where it is having most impact.
- Attendance is below average and shows little sign of improvement. Too many pupils do not attend school regularly. Fixed-term exclusions are well above the national average.
- The delivery of personal, social, health and economic (PSHE) education is variable. Pupils' understanding in areas such as finance is not fully developed. Pupils are not as well prepared for life in modern Britain as they should be.
- Leaders do not track the achievement of different groups of pupils rigorously enough. This is particularly the case for pupils who have special educational needs (SEN) and/or disabilities. Responsibility for this provision is not clearly established.

### The school has the following strengths

- The current leadership team, together with governance and the effective support of the trust, is successfully bringing about school improvement. The quality of teaching, pupils' outcomes and behaviour are all now improving.
- Pupils are polite to staff and their peers. They are supportive, respectful and tolerant of each other.
- Arrangements to keep pupils safe are effective. Pupils are well cared for and have access to a wide range of activities to promote their learning and develop their confidence.
- Middle leaders, including pastoral leaders, report that they now feel empowered in their roles. They have clear lines of accountability and share and understand what they have to do to raise standards across the school.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching so that it has a more rapid impact on pupils' outcomes by ensuring that:
  - teachers' expectations of what pupils can achieve are consistently high so that all groups of pupils are sufficiently challenged in their learning
  - teachers skilfully question pupils to develop, extend, consolidate and deepen their knowledge and understanding
  - teachers' explanations are clear so that no pupil is left behind in their learning
  - teaching in science rapidly improves so that pupils gain a good knowledge of scientific concepts and skills to be successful in this subject.
- Improve the effectiveness of leadership and management, including governance, by ensuring that:
  - the impact of the pupil premium on improving the achievement of disadvantaged pupils is carefully and effectively checked
  - information showing the progress of different groups of pupils from their particular starting points is rigorously tracked and evaluated
  - leadership of provision for pupils who have SEN and/or disabilities is swiftly confirmed and that the provision for and teaching and progress of this group of pupils is checked carefully.
- Improve pupils' personal development, behaviour and welfare by ensuring that:
  - the delivery of the school's PSHE education programme is consistent so that all pupils are well prepared for life in modern Britain
  - the strategies to improve the attendance of all pupils are systematic, monitored and evaluated so that attendance improves and is at least in line with the national average
  - fixed-term exclusions are swiftly reduced and are at least in line with the national average.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Over time, leaders, managers and governors have not successfully eradicated the inconsistencies in the quality of teaching and learning across the school. As a result, outcomes for pupils, particularly in science and for disadvantaged pupils, have not been good enough. Attendance is not improving quickly enough and remains too low.
- Current leaders have an accurate view of the school. They have identified the areas that require improvement correctly and prioritised accordingly. They know where and how teaching needs to improve, and teaching is showing some signs of improvement. However, leaders have not successfully ironed out the variability in teaching quality that exists across the school. For example, they do not routinely check that teaching consistently challenges pupils of varying abilities sufficiently.
- Newly qualified and recently qualified teachers endorse the positive actions of current school leaders. They feel well supported to improve their teaching. Staff are supportive, and most are proud to work at the school.
- Leaders are now using the pupil premium funding to support disadvantaged pupils more effectively. However, they are yet to ensure that these pupils are consistently well taught and supported. Leaders and governors do not check with rigour the precise impact this funding is having on improving the outcomes of disadvantaged pupils. Leaders acknowledge this. They are scheduled to review their plans imminently.
- The interim leadership of provision for pupils who have SEN and/or disabilities is not well established. At present, assessments and checks of the quality of provision, teaching and progress of this group of pupils lack rigour.
- Leaders' actions to improve pupils' behaviour are starting to pay off. Their actions to improve attendance and to reduce fixed-term exclusions, however, are not fully effective. Attendance remains too low and fixed-term exclusions are too high. Leaders' plans for improving attendance do not show how leaders intend to measure the impact of their actions. Leaders are not clear enough which strategies are having the desired impact on improving this important area.
- The school's tracking and monitoring of pupils' achievements are helping leaders to establish appropriate programmes of support to help pupils to catch up when they fall behind in their learning. However, leaders do not ensure that the progress of the most able pupils and disadvantaged pupils is carefully and precisely tracked and evaluated.
- Middle leaders are now more effective in their role. They are beginning to have a positive impact on improving the quality of teaching and pupils' outcomes. They speak highly of senior leaders, and now feel more held to account for their actions.
- Leaders have recently revised the curriculum so that it is more personalised and better meets the particular needs of pupils. Pupils receive guided option choices based on their needs and aspirations. It is too soon to fully measure the impact of the changes on pupils' outcomes at the end of Year 11. Nevertheless, school information showing pupils' current achievement indicates that this is having a positive impact on improving pupils' outcomes, especially in key stage 3. At present, the school's PSHE education programme does not fully prepare pupils across the school for life in modern Britain.

- The school, as part of Northern Education Trust (NET), now benefits from high-quality leadership driving school improvement. This is playing a pivotal and important role in raising pupils' achievement. Through the partnership with the trust, leaders have a more accurate view of pupils' progress. The chief executive officer of the trust is deeply committed to improving the school. In some subjects, such as English and mathematics, this support is clearly now paying dividends; achievement in these subjects is improving. The appointment of a director of science has strengthened the leadership of this subject.

## **Governance of the school**

- Governance has changed considerably this year. A new joint council of governors now operates in conjunction with another local school and the trust. Governors have benefited from working with others beyond the school to share successful and effective practice. They are realistic in their evaluations of the school and want the best for its pupils.
- Governors have recently improved their skills in order to be able to offer more effective challenge and support to school leaders. As a result, governors are holding leaders to account more effectively.
- Governors have placed a clear focus on checking how well pupils are doing in English and mathematics. However, their checks on how well different groups of pupils are doing are still developing. For example, they are not fully clear about the effect additional school funding is having on improving the achievement of groups of pupils, such as disadvantaged pupils and pupils who have SEN and/or disabilities. Governors know that there remains scope to improve this aspect of their work further.
- Governors are aware of their responsibilities, including safeguarding pupils. They ensure that the school's safeguarding arrangements are effective. They work well with the school's designated safeguarding lead and check that training on safer recruitment has taken place.

## **Safeguarding**

- The arrangements for safeguarding are effective. Records are chronological, detailed and comprehensive. Effective work undertaken with external support agencies is clearly evident.
- Pupils told inspectors that they feel safe in school and that there are people they can go to if they have a problem or a concern. They are able to discuss the actions they can take to stay safe online.
- Pupils said that incidents of bullying are rare. They stated that if there was an issue, a member of staff would deal with it effectively.
- All staff are aware of their role in ensuring pupils' safety and welfare. Records show that staff have received high-quality safeguarding training. Child protection policies are clear and understood by all staff.

## Quality of teaching, learning and assessment

**Requires improvement**

- Teaching is inconsistent across the school. Teachers do not sufficiently challenge pupils of varying abilities or use questioning effectively to promote a deeper understanding of concepts. Pupils told inspectors that work is, sometimes, too easy for them.
- In some instances, teachers do not fully explain ideas or concepts to pupils clearly enough. As a result, pupils are left behind in their learning because they do not understand what is expected of them.
- Overall, staff expectations of what pupils are capable of achieving are improving. However, teachers' expectations are still not routinely high enough. This is hindering some pupils from making good progress, especially the most able pupils.
- Leaders have not been effective in eradicating the inconsistencies in the quality of teaching in science. Teaching does not ensure that pupils develop a good knowledge of scientific concepts and skills. Leaders are aware of what needs to be done to bring about the rapid improvements needed to the teaching of science.
- Teachers' actions to support the learning and progress of disadvantaged pupils are becoming more consistent. Leaders and staff identify these pupils as a focus group for the school. As a result, progress of disadvantaged pupils is showing early signs of improvement. However, variability in the quality of teaching means that this group of pupils still do not achieve consistently well.
- Pupils' work is well presented. Timed tasks are used to engage pupils in their learning. However, teachers do not provide pupils with sufficient opportunities to reflect on their learning.
- Teachers use the additional support of other adults well to support pupils who have SEN and/or disabilities effectively. These pupils understand what they are asked to do and feel challenged in their learning. Teaching assistants make a good contribution to the achievement of pupils who have SEN and/or disabilities.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development requires improvement.
- A new PSHE education programme is being rolled out across the year groups, but it is not fully established. Leaders have identified some inconsistencies and gaps in the programme's previous delivery, such as in developing pupils' economic and financial awareness. This has led to inconsistent experiences for different pupils. Consequently, some pupils are not well prepared for life in modern Britain.
- Pupils, generally, show positive attitudes to their learning. In the main, they listen to their teachers and support each other in collaborative work. They work well together in form time and in many lessons, especially at key stage 3. Sometimes, a few pupils, especially boys, are more passive in lessons.
- Pupils say that they feel safe. Evidence indicates that they are safe in school. They are aware of the different forms of bullying that can take place and report that bullying

incidents are rare. However, if any bullying does occur, teachers deal with it promptly and effectively.

- Pupils who attend alternative provision are kept safe. Leaders ensure that they attend regularly, and effectively monitor their progress.
- There is a wide variety of clubs and activities for pupils to access, for example in sport and drama. Pupils' confidence and skills are being developed through engagement with these activities. Leaders are now starting to use participation information to identify and encourage a wider range of pupils to make more use of these clubs and activities.
- The proportion of pupils who do not access employment, education or training when they leave the school has been falling. This is testimony to the work undertaken to ensure that pupils are well prepared for their next steps when they leave the school.

## Behaviour

- The behaviour of pupils requires improvement.
- Attendance is too low and not improving quickly enough. The proportion of pupils, particularly disadvantaged pupils, who are regularly absent is above average. Too many pupils do not attend school as regularly as they should. Leaders have introduced new strategies to improve attendance, but the impact of these strategies so far has been limited.
- The school's new behaviour policy is starting to have a positive impact on improving pupils' behaviour. Leaders keep accurate and comprehensive records of behaviour, and these confirm that this is the case. The number of 'consequences' pupils receive in lessons, for example, has reduced. Pupils value the increased use of praise and rewards. Pupils, particularly older pupils, also acknowledge that behaviour has improved. Pupils in Year 11 stated that poor behaviour now rarely occurs and that they can now focus on their learning.
- The number of fixed-term exclusions is starting to fall. Even so, the current level of fixed-term exclusions is still too high and requires further improvement so that pupils can access their learning.
- Inspectors did not hear any use of derogatory language either in lessons or around the school. At breaktime, lunchtime and on arriving at and leaving the premises, pupils showed respect to staff and their peers, regulating their own behaviour well.

### Outcomes for pupils

### Requires improvement

- Despite leaders' efforts, they have not been able to eradicate inconsistencies in the quality of teaching across the school completely. As a result, over time, pupils do not make good progress from their starting points.
- Standards in science have been very low for some time, reflecting previously weak leadership and instability in staffing. In 2017, the proportion of pupils in Year 11 reaching grade C or above in GCSE examinations in science was well below average. While current pupils are making better progress in science, pupils' knowledge of scientific concepts and the skills they need to be successful in this subject are

underdeveloped. This hampers their progress. The teaching of science requires improvement in order to boost pupils' achievement in this subject.

- In Year 11 in 2017, the proportion of pupils reaching grade C or above in GCSE examinations in English and mathematics was below the national average. From their starting points, pupils' progress was a little slower than other pupils' nationally but considerably better than their progress in science. Current pupils' progress in English and mathematics has improved. While some inconsistencies still remain, the teaching of English and mathematics is now stronger. Inspection evidence shows that pupils' achievement in English and mathematics is set to improve further in 2018.
- In the last two years, disadvantaged pupils have not achieved well enough. Their attainment and progress have lagged considerably behind those of other pupils nationally. Because of leaders' actions, the achievement of disadvantaged pupils currently is now showing signs of improvement. For example, disadvantaged pupils in key stage 3 are making better progress in English and mathematics. However, further work is needed to ensure that these pupils are consistently well taught and supported, and that they attend school regularly.
- The progress of pupils who have SEN and/or disabilities is not consistently good. Teaching assistants generally provide effective support in lessons. However, variability in the quality of teaching across the school means that these pupils do not always achieve well. At present, there is no appointed leader for SEN provision. The impact of teaching on pupils' achievement is, therefore, not being checked carefully enough.
- The achievement of the most able pupils requires improvement. From their higher starting points, these pupils do not make consistently good progress. Teaching does not ensure that these pupils are effectively challenged. Too often, work is too easy. Expectations of what these pupils can achieve are too low.
- The individual needs of the few pupils who attend alternative provision are met. However, leaders are currently reviewing this provision.

## School details

Unique reference number	141686
Local authority	Hartlepool
Inspection number	10042145

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,097
Appropriate authority	Board of trustees
Chair	Mr John Taylor
Principal	Mr Bill Jordon (Acting Principal)
Telephone number	01429288338
Website	<a href="http://www.manoracademy.org">www.manoracademy.org</a>
Email address	<a href="mailto:info@manoracademy.org">info@manoracademy.org</a>
Date of previous inspection	Not previously inspected

## Information about this school

- This is an averaged-sized secondary school.
- Almost all pupils are of White British heritage.
- About half of the pupils are eligible for the pupil premium. This is well above the national average.
- The proportion of pupils who have SEN and/or disabilities, as well as the proportion who have a statement or education, health and care plan, is much higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school uses one alternative provider for a small number of pupils, known as ACE.
- The school has extended special educational needs provision for pupils who have autistic spectrum disorder.



- Manor School joined the Northern Education Trust in 2015 and became Manor Community Academy.
- Responsibility for the school's governance rests with a combined academy council with another school.

## Information about this inspection

- Inspectors observed learning across a range of subjects and year groups and made 48 visits to lessons. Several observations were conducted jointly with senior leaders.
- Inspectors visited tutorial sessions across both key stages and an assembly.
- Inspectors talked formally and informally to pupils about their learning and their views of the school, including teaching, safety and behaviour. Inspectors observed pupils' behaviour arriving at and leaving school, at breaktime and lunchtime and as they moved around the school.
- Meetings were held with the chief executive officer of the trust, the executive principal and acting principal of the school, as well as other senior leaders. Meetings were held with a group of middle leaders and a group of staff, including newly qualified teachers. Meetings were also held with a group of governors and the special educational needs coordinator.
- An inspector spoke to a representative from ACE, the alternative provision provider used by the school.
- Inspectors scrutinised a wide range of documentation, including the school's self-evaluation document, action plans, minutes of governing body and senior team meetings, school records that relate to behaviour, attendance and safeguarding, external reports, and reports linked to the quality of teaching and learning and to pupils' achievement.
- Inspectors scrutinised a wide range of current pupils' books, both in lessons and as a separate inspection activity.
- The school's single central record and the school's systems for recruiting staff, monitoring the transfer and admissions of pupils and risk assessments were also scrutinised.
- Inspectors took into account 151 responses to Ofsted's online survey, Parent View, and 131 free-text parent and carer responses.
- Inspectors took into account the views expressed in 44 staff survey responses. There were no responses to the pupil survey.

## Inspection team

Gordon Watts, lead inspector	Ofsted Inspector
Alexandra Hook	Ofsted Inspector
Joanne Owens	Ofsted Inspector
Steve Shaw	Her Majesty's Inspector
Michael Maddison	Ofsted Inspector
Michael Wardle	Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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