

# National Society Statutory Inspection of Anglican Schools Report

## **Manor Church of England Academy**

Millfield Lane York YO26 6PA

Diocese: York

Local authority: N/A

Date of inspection: 28th February & 1st March 2013

Date of last inspection: 21st January 2008

School's unique reference number: 136544

Principal: Mr Brian Crosby

Inspector's name and number: Mr R D Masterton No. 483

## **School context**

Manor CE Academy is an average sized secondary school of 944 pupils aged 11 to 16 years. Since the previous inspection it has grown significantly in size, relocated to new buildings in 2009 and became an academy in 2011. It serves the north western area of York, welcoming pupils from the city and surrounding villages. The school admits pupils from parents who are practising Christians or who are seeking an education in accordance with the principles of the Christian faith. Pupils are predominantly White British with a smaller than average proportion eligible for free school meals. There is a relatively high proportion of pupils with special educational needs as the school is a centre for local provision.

## **The distinctiveness and effectiveness of Manor Academy as a Church of England school are outstanding**

Manor CE Academy offers pupils an outstanding education within a community proud to celebrate and utilise its Christian inspiration. Pupils flourish academically and spiritually. They learn first-hand the value of service to others, giving them perspectives that shape their future education and lives

## **Established strengths**

The Christian mission and purpose of the school, 'serving others, growing together and living life to the full - led by God' permeates and informs every aspect of life in school.

Pupils' outstanding spiritual, moral, social and cultural development and the service they give.

## **Focus for development**

Secure consistent high quality of form collective worship and encourage pupils to contribute their creative talents and leadership skills to it.

Develop ways in which all older pupils may continue to give service to the community and be recognised for this contribution.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

Manor Academy strongly nurtures pupils' personal development. It prioritises development of their spiritual maturity and high academic achievement naturally follows from this. There are many visible reminders of the Christian faith underpinning the school (such as display of the Lord's Prayer), but much more tangible is the way that the school mission and aims are applied to every aspect of school work.

There is widespread local respect for the school with its Christian ethos and it is heavily oversubscribed.

There is a passion to fulfil the learning needs of all pupils and especially for those with learning difficulties and disabilities that are integrated at the very heart of the school. The response of pupils to school provision is exceptional. They work hard, are calm, polite, considerate, and thoughtful. Their conduct adds considerable value to the climate for learning. Pupils respond enthusiastically to the way the school helps them grow spiritually.

From the school aims stems an expectation of everyone giving Christian service. It is developed through religious education (RE) and adoption of the Archbishop of York's Youth Award (AYYA) scheme. All pupils in Year 9 offer service while in school; for example, by helping each other to learn and through giving of their own time to needs in the local community.

Older pupils, who choose to undertake a course in leadership, travel abroad to Romania and Malawi to work on charitable projects; continuing community service offered by the other older pupils is not yet universal. The distinctive curriculum of Manor Academy provides pupils with what they recognise as life-shaping experiences. This is a beacon example of a school using its distinctive Christian character to develop responsible citizens. Pupils speak enthusiastically about their learning in a school where inspiration from faith is understood, is freely talked about and respected. The new school building offers high quality specialist facilities for all subjects, especially for the performing arts and worship.

### **The impact of collective worship on the school community is outstanding**

Collective Worship takes place in different groups. Once each week pupils assemble in large house groups; on other days they meet in their forms. A comprehensive five-year strategic plan, put together in consultation with the chaplain (who is also a foundation governor), ensures breadth, content and avoids repetition.

Pupils attend an inclusive Eucharist service once each term giving good insight into Anglican liturgical traditions. There are many opportunities for pupils to worship voluntarily including before school begins. About one third do so at least once per year. Some would also like greater variety in the style of school Eucharist. Pupils' conduct is outstanding. They find no difficulty in recalling collective worship they have experienced and speak enthusiastically of how their knowledge, understanding, respect, conscience, sympathy and compassion have been challenged by what they have heard.

Pupils are challenged to consider their own beliefs and it motivates much of the way the school community responds to those in need. The school has pioneered on-line resources for class collective worship that draw extensively on the dramatic and musical talents of pupils with input from interesting external speakers. Used once each week in form time, these materials invigorate collective worship, providing a thoughtful and reflective start to the day. Available on the Internet, these resources are now being widely used by other schools.

At Manor they enable teaching methods to supplement conventional collective worship styles adding impact and effectiveness. On other days, form prayers are used but this is the area where the school is less assured of consistent quality provision.

The school Worship Band is in demand locally to help with worship in churches and local schools and is to visit the USA in 2014. The use of York Minster at Christmas is the main occasion for parents to join in. Student questionnaires reveal an overwhelmingly positive attitude to collective worship. Collective worship and prayer powerfully sustains the whole school community.

## **The effectiveness of religious education is outstanding**

Almost every pupil studies RE for GCSE. Standards in 2012 were well above average. Standards in lessons observed and the regular school assessments show that current attainment in RE is significantly higher than average.

While in school, pupils make good and outstanding progress. Teaching is consistently good and much is outstanding. Year 11 pupils revising the nature and portrayal of God use advanced theological concepts in responses aimed at high GCSE grades. Year 7 pupils, looking in some depth at perception of the Pentecost within biblical accounts and by Christians living today, are stretched to think at the higher National RE levels.

Skilled rapport by teachers draws children with learning needs into sustained thinking and reflection on the concept of charity. RE is characterised by interesting, challenging lessons where the conceptual, literacy, research and debating skills of pupils are strongly nurtured. Reflection and debate include such issues as the nature of God, ethical questions and the concept of Christian marriage. RE is greatly valued by pupils and their endeavour in examinations is evidence for this.

In the first three years the RE curriculum derives from rich interpretation of the diocesan syllabus, supplemented by additional lessons linked to AYYA. Learning from the example of visionary Christian leaders and social reformers, pupils are inspired to respond spiritually to the condition of the world and its people. They are all expected to respond to need, to take action and to lead. Their work offering service gives them an AYYA Bronze Award.

This curriculum is outstanding in promoting pupils' spiritual, moral, social and cultural development. RE gives pupils detailed insight into other religions and cultures and in school they meet many people from diverse backgrounds. The subject has the highest status. The expertise of its specialist staff supports teacher education in the region.

## **The effectiveness of the leadership and management of the school as a church school is outstanding.**

The Principal gives inspirational vision and leadership. His work has conceived and led a transformation of the school into a purpose built, highly effective and distinctive academy that is held in the highest esteem by the community it serves.

Senior managers have built on this vision to secure outstanding provision. Quality input from governors, working with senior leaders, has defined an inspirational mission that challenges the whole school community, pupils and adults, to respond. In so doing, the validity of the school aims are widely understood and continually tested.

Effective chaplaincy secures sound collective worship and pastoral support for school members at times of need. Self evaluation at every level is accurate and comprehensive.

Governors and school leaders are fully aware of all strengths and areas for development through their close, objective monitoring of work and listening to all stakeholders. Growing the capacity of staff for more demanding roles and leadership in church schools is intrinsic to employment at Manor. There is a track record in developing capacity at every level enabling staff to make a greater contribution and enhance the character and effectiveness of the school. Manor Academy is training the next generation of Church School teachers.

Its work with partnerships is well developed at every level: helping parishes, working with the diocese, youth organisations and the York Minster. The school seeks to help these organisations as well as draw on them to enhance experience for pupils.