

Inspection of Carr Manor Community School

Carr Manor Road, Leeds, West Yorkshire LS17 5DJ

Inspection dates:	4 and 5 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Carr Manor Community School is a unique, exceptional school. The staff, pupils and parents are proud to be part of the Carr Manor family. Academic success is not just high; it reaches impressive new heights yearly.

The school's personal development offer is excellent. All pupils, young and old, enjoy a wide range of opportunities. Drama, trips, residential, pupil leaders, Carr Manor TV presenters and much more are the start of what the school offers.

The school offers a rich curriculum that enables pupils of all ages to explore subjects in depth. For example, in the primary phase, pupils study and act in plays by William Shakespeare, such as 'Macbeth' and 'The Tempest'. Pupils build on these rich experiences in key stages 3 and 4, for instance when they draw on their understanding of character to unpick Jekyll and Hyde. Pupils throughout the school achieve highly.

Pupils show remarkable conduct, respect and enthusiasm for learning. Clear routines, positive reinforcement and a restorative approach help to foster a calm and structured environment.

The school is proud to offer a supportive on-site specially resourced provision for pupils with special educational needs and/or disabilities (SEND). This provision is an integral part of its school community.

What does the school do well and what does it need to do better?

The curriculum has breadth and depth. Teachers promote the joy of learning, which is evident in how keen pupils are to learn. Pupils, including those with SEND, do not want to leave lessons. They crave knowledge, and this drives their high achievement. Children start learning at the school aged two years old. Teachers track their progress until they complete their education. This helps staff to provide skilful support as and when pupils need it. Pupils, including those with SEND, accumulate a rich knowledge as they progress through the school's curriculum. How pupils, including those with SEND, understand the world in their early years relates closely to the various regions they study in secondary geography. The school offers a gift of learning to all pupils, which they embrace and cherish.

Reading is everyone's business at Carr Manor. Staff and pupils, including those with SEND, enjoy reading together. Different genres and text types help pupils appreciate various cultures and historical periods. They also show the power of the written word. Teachers provide purposeful support for pupils who find reading hard. This support helps them gain the skills and knowledge needed for accurate reading. Each subject area and lesson has a clear structure. This structure is flexible. It allows staff to choose what works best for their pupils. It also ensures that core activities such as reading take place in lessons without fail. In developing a strong subject vocabulary, pupils can discuss and debate various topics. They use subject-specific vocabulary and terms with accuracy.

The level of care given to individual pupils, including those with SEND, through coaching sessions, where staff 'check-in' on Mondays, 'check-up' on Wednesdays and 'check-out' on Fridays, is highly appreciated by the pupils. Regular contact with a small group of peers and the same staff member allows all pupils to talk, listen and reflect on personal and school issues.

The school has an impressive knowledge of its community and pupils. This helps staff to teach pupils about the dangers they may face and confront as they grow up. Pupils know how to stay safe online and in the community. The school's pupils, including those with SEND, are positive contributors to society. They fundraise for local charities and engage with the community to enhance the environment for other people. Pupils perform in theatres that have national recognition. They represent the school in sports fixtures and take part in many more activities. Pupils possess a remarkable range of skills, express themselves clearly and show a great deal of care for others. They care about the world and feel empowered to change it for the better due to their experiences at the school. Pupils' understanding of different cultures and faiths is extraordinarily strong. Pupils at the school speak at least one of 72 different languages. This adds to the rich, inclusive nature of the school.

Careers education begins the moment the pupils start school. The school helps pupils by hosting careers events, assemblies and guest speakers. These activities enable pupils to aspire highly for potential future jobs.

The school has determined what it considers is the best learning climate for Carr Manor's pupils, and the pupils support this completely. Calm, purposeful lessons are the norm. The pupils have an unwritten contract with the school: you help me do well, and I will not let you down. Attendance is high in this school.

The school welcomes parents and the community. Coffee mornings and early years stay-and-play sessions are well attended. The school's new community hub is a key component of its ambition to provide universal services on-site to pupils and their families.

The school is actively engaged in continuous research. The school collaborates with other schools at local and national levels. Teachers use this information to inform positive school practices. Leaders, governors and staff demonstrate integrity and moral purpose in their work.

The school is responsible for an alternative education provision, Restore, based at CATCH. This is a long-standing arrangement. Leaders hold an excellent overview of the provision's work. The provision for these pupils is of exceptional quality for both short-term and long-term placements. Where needed, pupils benefit from a personalised curriculum and pastoral care, which enables them to succeed. They are safe and well supported.

The staff and pupils indicated to inspectors that the school has created itself as an educational movement in the community that empowers its pupils. The inspectors saw this impressive work in place throughout the inspection.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	108059
Local authority	Leeds
Inspection number	10346226
Type of school	All-through
School category	Foundation
Age range of pupils	2 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	1,544
Appropriate authority	The governing body
Chair of governing body	Andrew Tidswell
Principal	Simon Flowers OBE (Executive Principal) Lucie Lakin (Principal)
Website	www.carrmanor.org.uk
Dates of previous inspection	15 and 16 November 2023, under section 8 of the Education Act 2005.

Information about this school

- The school currently uses three registered alternative provisions.
- The school has an on-site specially resourced provision for pupils with SEND. The provision supports pupils with autism.
- 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.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with local governing body members and a local authority representative.
- During the inspection, inspectors met with the executive principal and the principal. They also met with other senior and middle leaders, including those responsible for safeguarding, personal development, careers, attendance and behaviour.
- Inspectors carried out deep dives in these subjects: English, including early reading, mathematics, science, geography, art and design technology, and modern foreign languages. For each deep dive, inspectors met with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at the quality of the school's provision in early years, including meeting with leaders, visiting lessons and speaking with children.
- Members of the inspection team looked at a range of documentation regarding the support pupils with SEND receive. Inspectors looked at the quality of the provision for pupils with SEND across the school.
- Inspectors scrutinised a range of documentation, including minutes of governance meetings.
- Inspectors looked at a range of information regarding behaviour. Inspectors observed the behaviour of pupils at social times.
- Inspectors spoke to pupils and staff formally and informally throughout the inspection. Responses to staff, pupil and parent surveys were considered by the inspection team.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Richard Jones, lead inspector	His Majesty's Inspector
Jo Robinson	Ofsted Inspector
Gerry Wilson	Ofsted Inspector
Tony Guise	Ofsted Inspector
Julie McGrane	Ofsted Inspector
Damian Matthews	Ofsted Inspector

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