

Manor Green Primary Academy

Address: Mancunian Road, Haughton Green, Denton, Manchester, M34 7NS

Unique reference number (URN): 142286

Inspection report: 28 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Leaders are resolute in their drive to ensure that pupils attend school regularly. They have a detailed understanding of the barriers some pupils face to attending school. Effective partnership work with families and external agencies ensures that swift action is taken to address these barriers. This includes support for pupils' emotional and social wellbeing. As a result, the proportion of pupils who miss large chunks of their education is reducing and attendance rates are increasing. However, there are still too many pupils who miss out on valuable learning by not attending school regularly.

Leaders' high expectations for pupils' positive behaviour are typically lived out across the school. Pupils understand and value the school rules. These help them to get along and be kind to one another. Most pupils behave well in their lessons and usually approach their learning positively. They particularly appreciate the outdoor play activities that they enjoy together at social times. Pupils who find it more challenging to manage their emotions and behaviour are supported gently and sensitively. They benefit from a range of support so that they are ready to learn. Pupils are confident to share any concerns or worries with staff. Leaders deal with incidents of bullying effectively.

Curriculum and teaching

Expected standard 

Leaders have taken decisive steps to ensure that pupils benefit from a curriculum that prioritises basic knowledge and skills in reading, writing and mathematics. As a result, pupils are able to access the wider curriculum successfully. Reading is an important part of the school's curriculum. Staff are trained to deliver the phonics programme well. They successfully help pupils to get off to a positive start with learning letter sounds. Pupils who struggle with reading receive timely support to help them catch up.

Staff are provided with the support that they need to teach confidently and competently. Typically, the curriculum is taught well. When necessary, including in the specially resourced provision for pupils with special educational needs and/or disabilities, individualised curriculums and approaches are matched to pupils' needs. Overall, leaders and staff check how well pupils are learning. They use this information to adjust the curriculum and provide support to pupils who need to catch up. This is helping pupils who have not benefited from the improved curriculums over time to address gaps in their reading, writing and mathematical knowledge and skills. Curriculums in subjects beyond English and mathematics are also designed to help pupils to build their knowledge logically over time. However, checks on learning in these subjects sometimes do not identify gaps in pupils' knowledge quickly enough.

Early years

Expected standard 

Children in the early years, including those who attend the specially resourced provision for pupils with special educational needs, settle quickly. They are well supported to develop their confidence and independence. Staff identify children's needs accurately and use precise checks to plan next steps. Leaders act quickly to seek external professional support

where needed. They support parents and carers to take an active role in their child's education and in the life of the school. For example, through 'books and bagels' sessions at the start of the school day.

Leaders have ensured that children in the early years benefit from an effective curriculum. They have thought carefully about the language that children need to develop. Staff prioritise this in their interactions with children. They extend and model language using simple, well-structured approaches. Children in the Nursery Year learn to recognise sounds and rhyme. Children in the Reception Year are supported to apply their phonics learning to their writing. Staff also focus on developing key early skills, including number and fine motor development. Children are increasingly ready for key stage 1. Effective, targeted support for children who struggle to secure the most important skills that they need for their future learning is provided as children move into Year 1.

Inclusion

Expected standard 

Supporting pupils to overcome obstacles to their learning or wellbeing is central to the work of the school. This starts in the early years, where children with special educational needs and/or disabilities (SEND) or other barriers are identified quickly. This early identification means that leaders can quickly put support in place that enables pupils to succeed. Leaders also prioritise support for pupils' emotional and social needs, helping pupils to develop their confidence and readiness to learn.

Leaders ensure that staff are well equipped to meet a range of pupils' needs, through training and advice from external specialists. Typically, pupils benefit from appropriate adjustments to the curriculum and teaching to help them to learn well. Carefully-constructed programmes of support help pupils with SEND to secure the knowledge they need to access the full curriculum. In the specially resourced provision for pupils with SEND, staff provide an individualised approach to support pupils' speech, language and communication needs.

Leaders ensure that additional funding, such as the pupil premium for disadvantaged pupils, is spent wisely. This includes ensuring that pupils are supported to benefit from participation in opportunities beyond their academic learning.

Leadership and governance

Expected standard 

Working closely with the trust, leaders have taken decisive action to address previous weaknesses in the school's offer to its pupils. There has been rapid improvement since the last inspection. Leaders have focused on addressing barriers to pupils' wellbeing, attendance and learning. They have secured consistent approaches to teaching and made improvements to the curriculum. Although it is too soon to see the impact of this work in published achievement information, pupils currently at school are benefiting from these improvements. Decisions and changes have been made focused on the best interests of all pupils. For example, the support within the specially resourced provision for pupils with special educational needs and/or disabilities is regularly reviewed and further refined to best support the individual needs of pupils.

Leaders, including trustees and members of the local governing board, know their school very well. They have a thorough understanding of the community that they serve. Leaders

are focused on the most important priorities for further improvement. Trustees and governors provide effective support and challenge to school leaders. They oversee all areas of provision and fulfil their roles effectively. This includes meeting their statutory duties, for example overseeing the school's safeguarding systems and processes.

Staff recognise that the pace of improvement has increased the demands placed upon them. That said, staff appreciate leaders' actions to support their workload. They especially welcome the training and support that they receive. Most parents and carers are positive about the improvements that have been made since the previous inspection. They appreciate the support that pupils receive academically, socially and emotionally.

Personal development and wellbeing

Expected standard 

Developing pupils' confidence, broadening their experiences and supporting their wellbeing sits at the heart of the school's work. Leaders are mindful of ensuring that the school's context is considered in the design and content of this wider offer. Pupils learn about the importance of making informed and safe decisions. They understand how to keep friendships positive and the importance of respecting personal boundaries, including online. Pupils also learn about the changes that will happen to them as they grow up. Staff are skilful in equipping pupils with the knowledge and skills that they need to identify risk and share worries. Pupils value the school's 'worry boxes' and the help that they receive to deal with any concerns that they may have.

Pupils learn to look after themselves and what it means to have a healthy lifestyle, including their mental health. This starts in the early years, where children begin to understand their feelings and manage their emotions. In the specially resourced provision for pupils with special educational needs and/or disabilities, pupils are supported to share social snack time and take turns.

Pupils benefit from carefully-designed opportunities to build their understanding of the wider world. They learn about fundamental British values in meaningful ways. Older pupils learn about legal responsibility through work with magistrates, for example. Pupils know that people should not be judged for any differences that they may have. They learn that people have different types of family, backgrounds and beliefs. Pupils are able to speak confidently about the importance of treating everyone equally. Leaders ensure that barriers that pupils may have are reduced so that pupils benefit from all that the school offers. This includes adjustments made so that all pupils, including those who are disadvantaged, can participate.

Needs attention

Achievement

Needs attention 

The results of national tests have been below average for several years. Many pupils have left this school ill-prepared for the next stage of their education. Ambition for pupils has been raised. However, historic gaps continue to impact pupils' achievement, including for disadvantaged pupils. Leaders are taking the right actions to address this. They have prioritised securing pupils' learning of the most important knowledge and skills. For example,

pupils who previously struggled to read are beginning to catch up. As a result, attainment and progress through the curriculum for pupils who currently attend the school is improving. The full impact of this work is not reflected in national assessment results. However, leaders have clear strategies to continue to improve achievement over time.

Pupils gain an understanding of a range of subjects. For example, they talk confidently about continents, the work of different artists and periods of history. Some aspects of this knowledge are less secure than others. This hinders pupils from building on their prior understanding in these subjects as well as they could.

What it's like to be a pupil at this school

Manor Green Primary Academy is a warm and supportive community. Pupils enjoy positive relationships with staff and their peers. They feel happy, safe and well cared for. This is because staff make sure that they get to know pupils well. Pupils know that adults will help them with worries that they may have. When problems, including bullying, occur, they are dealt with promptly and effectively.

Pupils are excited to contribute to school life. They enjoy taking on responsibilities, such as being members of the pupil parliament. Pupils are also encouraged to broaden their horizons. For instance, pupils take part in a range of sporting clubs such as gymnastics, athletics and dance. They learn more about the world around them through trips to theatres, museums, zoos and visits to cities such as London.

Leaders have high ambition for pupils' achievement and behaviour. Pupils work hard to 'aspire, achieve and succeed'. Behaviour is typically positive both in lessons and at breaktimes. Pupils learn how to understand and manage their feelings and emotions. 'Happiness heroes' celebrate the ways pupils put this learning into practice. Pupils spoke with pride about the awards that they earn for their positive behaviour and attitudes to learning, such as pupil and class stars. Pupils who face barriers to their learning, including those with special educational needs and/or disabilities, receive the support that they need to succeed.

Improvements to the curriculum and teaching have ensured that pupils who currently attend the school achieve increasingly well across a range of different subjects. They enjoy their learning. This is helping attendance rates to improve. Pupils develop both academically and socially during their time at the school. However, it is too soon to see improvements in pupils' achievement in the results of national tests. This is because, over time, pupils have not benefited from learning that builds their knowledge securely, particularly in reading, writing and mathematics.

Next steps

- Leaders should continue to take action to ensure that pupils, particularly those who are disadvantaged, who have not secured the necessary foundational knowledge in reading,

writing and mathematics receive appropriate support to secure this knowledge, so that pupils' achievement in national assessments is further improved.

- Leaders should ensure that they support staff to further develop their use of checks on pupils' prior learning in subjects beyond English and mathematics, so that pupils' new learning builds securely on what they already know.
 - Leaders should continue to take action to further reduce levels of absence for pupils, including for those pupils who are persistently absent.
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About this inspection

The school is part of the Focus Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Helen Rowland, and overseen by a board of trustees, chaired by Paul Spencer.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the principal, vice principal, other school and trust leaders and staff during the inspection. The lead inspector met with the CEO, deputy CEO, trustees and members of the local governing body. Inspectors also spoke with a representative of the local authority.

The inspectors confirmed the following information about the school:

The school provides a breakfast provision for pupils.

In September 2025, the school opened a specially resourced provision for pupils with special educational needs and/or disabilities. This provision provides an education for pupils with speech, language and communication needs. Places are commissioned by the local authority. Currently, 11 pupils, from the early years to Year 2, attend this provision.

The school does not currently make use of alternative provision.

Principal: Victoria Saville

Lead inspector:

Rebecca Jewitt, His Majesty's Inspector

Team inspectors:

David Deane, Ofsted Inspector

Collette Mather, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

276

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

44.94%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.90%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

24.28%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

SLCN - Speech, language and Communication

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	42%	61%	Below
2024/25 (final)	53%	62%	Below
2023/24 (final)	40%	61%	Below
2022/23 (final)	34%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	74%	Below
2024/25 (final)	62%	75%	Below
2023/24 (final)	64%	74%	Below
2022/23 (final)	52%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	72%	Below
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	56%	72%	Below
2022/23 (final)	47%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	73%	Below
2024/25 (final)	58%	74%	Below
2023/24 (final)	64%	73%	Below
2022/23 (final)	50%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	29%	46%	Below
2024/25 (final)	29%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	45%	46%	Close to average
2022/23 (final)	14%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	41%	62%	Below
2024/25 (final)	42%	63%	Below
2023/24 (final)	55%	62%	Close to average
2022/23 (final)	27%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	59%	Below
2024/25 (final)	63%	59%	Close to average
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	23%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	60%	Below
2024/25 (final)	38%	61%	Below
2023/24 (final)	59%	59%	Close to average
2022/23 (final)	32%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	29%	68%	-38 pp
2024/25 (final)	29%	69%	-40 pp
2023/24 (final)	45%	67%	-22 pp
2022/23 (final)	14%	66%	-53 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	41%	80%	-38 pp
2024/25 (final)	42%	81%	-39 pp
2023/24 (final)	55%	80%	-25 pp
2022/23 (final)	27%	78%	-51 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	47%	78%	-31 pp
2024/25 (final)	63%	78%	-16 pp
2023/24 (final)	55%	78%	-23 pp
2022/23 (final)	23%	77%	-55 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	80%	-37 pp
2024/25 (final)	38%	81%	-43 pp
2023/24 (final)	59%	79%	-20 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	32%	79%	-47 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.8%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	7.0%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	16.7%	13.0%	Above
2023/24 (3 term)	18.9%	14.6%	Above
2022/23 (3 term)	24.5%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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