

Inspection of a good school: Manor High School

Copse Close, Oadby, Leicester, Leicestershire LE2 4FU

Inspection dates:

3 and 4 July 2024

Outcome

Manor High School continues to be a good school.

The headteacher of this school is Simon Greiff. This school is part of Oak Multi 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), Andrew Wilson, and overseen by a board of trustees, chaired by Jane Doughty.

What is it like to attend this school?

Manor High School leaders and pupils share the same high aspirations. Pupils understand and follow the values of, 'excellence, inspiration, resilience and respect'. Relationships between pupils and staff are warm and respectful. Pupils work hard and achieve very well.

There is a purposeful atmosphere across the school. Pupils are considerate, polite and courteous. They work diligently and behave very well. Pupils focus on their learning well. On the rare occasions when there is low-level disruption, teachers act quickly and effectively to address it. During social times, pupils behave in a calm and orderly manner. They feel safe. They know who to talk to about any concerns they may have. Incidents of bullying are rare and quickly dealt with. Pupils regularly learn about the world from different perspectives. They are keen to explore and understand different cultures, beliefs and points of view.

Pupils benefit from a wide range of additional opportunities that go beyond the academic curriculum. For example, pupils enjoy taking part in sports events and performing arts. This enables pupils, including those with special educational needs and/or disabilities (SEND), to regularly practise and develop their interests and talents.

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

The curriculum is suitably broad and ambitious. Across all subjects, curriculums clearly set out the knowledge pupils will learn and when. Pupils learn subject content in a carefully considered order. Most pupils make strong gains in what they know and remember.

Consequently, they are very well prepared for their next steps in education, employment or training.

Staff set clear expectations and routines to promote positive behaviour when pupils are in lessons. Pupils willingly engage with learning and cooperate well with other pupils and staff. Often, pupils' behaviour is exemplary.

Teachers have strong subject knowledge. Most use assessment effectively to check what pupils know and remember over time. However, on some occasions, pupils' learning is not checked well enough.

The school appropriately identifies gaps in pupils' reading knowledge. Pupils who are at an early stage of learning to read are supported effectively. Staff help pupils develop and practise their reading. Teachers make regular use of the study centre to promote positive attitudes to reading. As a result, pupils across the school make secure gains in their reading knowledge and skills.

The school identifies the needs of pupils with SEND effectively. Most pupils with SEND achieve well. Teachers are given the guidance they need to support most of these pupils well. However, on occasions, teaching is not consistently adapted to enable these pupils to learn as well as they could. The school is training staff to adapt their teaching more successfully.

The school ensures that pupils benefit from wide-ranging opportunities to support their personal development. Pupils learn about personal, social, health and economic issues in a systematic manner. They value and engage with opportunities to explore safety, relationships and how they can make a positive contribution to society. Pupils benefit from a range of well-ordered opportunities, advice and guidance to think about their futures. Knowledgeable staff ensure that pupils feel well supported in making decisions about their next steps in education.

Trustees and members of the local governing body support the school well. They make sure that it is a positive place for staff and pupils. Staff feel trusted, equipped and empowered to strengthen successfully the curriculum that pupils experience and the progress that they make. The school is considerate of the workload and well-being of staff. Staff appreciate training opportunities. Governors and leaders work together to identify priorities for the school's future development. There is a shared commitment to continuing to improve the quality of education provided by the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, assessment is not used as effectively as it could be to determine what pupils have learned. On these occasions, misunderstandings, errors and gaps in learning are not identified and addressed before moving on to the next step of learning. The school must ensure that assessment is always used effectively to determine what pupils have learned and what it is that they need to learn next, thus embedding knowledge, understanding and skills in the longer term.
- At times, teaching is not adapted to enable pupils with SEND to access the same learning as their peers. As a result, these pupils do not always learn as well as they could. The school needs to ensure that teaching is suitably adapted, thus enabling pupils with SEND to learn the same curriculum, and learn as well as their peers.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2019.

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	137120
Local authority	Leicestershire
Inspection number	10339672
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	931
Appropriate authority	Board of trustees
Chair of trust	Jane Doughty
CEO of the trust	Andrew Wilson
Headteacher	Simon Greiff
Website	https://www.manorhigh.leics.sch.uk
Dates of previous inspection	22 and 23 January 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been in post since the start of August 2023.
- The school is part of Oak Multi Academy Trust.
- The school uses four unregistered alternative providers.
- 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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the special educational needs and disabilities coordinator and other school leaders.
- The lead inspector met with representatives of the board of trustees and the local governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, modern foreign languages and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited a number of lessons in other subjects.
- 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.
- Inspectors met with pupils from a range of year groups.
- Inspectors met with a range of teaching and non-teaching staff.
- Inspectors considered responses to Ofsted Parent View. They also reviewed the responses to Ofsted's surveys for pupils and staff.
- The inspectors reviewed a wide range of documents, including the school's self-evaluation and various policies.

Inspection team

Jamie Clarke, lead inspector	Ofsted Inspector
Anna Crawte	Ofsted Inspector
Alison Davies	Ofsted Inspector

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