



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR MANOR HIGH SCHOOL

Name of School:	Manor High School
Headteacher/Principal:	Simon Greiff
Hub:	Northants Hub
School phase:	Secondary
MAT (if applicable):	Oak Multi Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	17/01/2024
Overall Estimate at last QA Review	N/A
Date of last QA Review	15/03/2023
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	23/01/2019

1. Context and character of the school

Manor High School is a secondary academy with 930 students on roll aged 11-16.

Although a county school, Manor High School's catchment area is reflective of the city of Leicester and its surrounding area. The academy serves a diverse community that has significant socio-economic barriers. The proportion of students with special educational needs and/or disabilities (SEND) is above average, as is the proportion of boys in the school.

In April 2018, Manor High School became a member of the OAK Multi Academy Trust. The headteacher has been in post since September 2023 and 50% of the senior leadership team members have been in post for less than two years. The four values of Excellence, Inspiration, Resilience and Respect underpin all areas of school life. The academy has undergone many successful changes during the past few years and is placed within the top 1% of all schools nationally for progress. On average, students on entry are close to national prior attainment.

2.1 Leadership at all levels - What went well

- The headteacher provides insightful leadership and is very ably supported by the leaders. Leaders successfully promote the school's core aim of being an 'academic and high achieving school' whilst ensuring that 'learning is fun'. They successfully promote the school's core value of 'Excellence' not only with excellent outcomes but also with excellent character.
- High expectations are underpinned by the school values. Excellence, Inspiration, Respect and Resilience are at the heart of everything the school does and aspires to achieve. This has been embedded through assemblies, tutorials, across the learning environment, rewards and sanctions.
- The renewed senior leadership team has a clear vision for the growth of the school and has been implementing this in a systematic and reflective way. Leaders know what is going on and are very clear about the strengths of the school and where it can become even better.
- Middle leaders have a desire to adapt and progress their curriculum areas to ensure that they are right for students at Manor High School. Leaders in both English and humanities can clearly articulate how the curriculum is underpinned by the school values.
- The leadership team is very visible to the students. There is a sense of community and real trust among students that their concerns will be tackled, together with confidence in the way decisions are made. One student said, 'They reach out to us, we don't reach out to them'.

- Manor High School's leadership regularly shares evidence-based learning with peers from across their Trust and in other settings beyond their school. This includes working closely with local teaching schools to support new teachers to the profession and supporting recruitment to the school.
- Staff and student well-being is taken very seriously, and the impact of new initiatives and policies are routinely discussed by the school leadership team. The effective behaviour strategy has supported staff with tools so they can focus on teaching. Calendared continuing professional development (CPD), 'performance development' and 'magic hours' are a range of initiatives that support staff and contribute to the school's wellbeing award.
- As part of the wider cycle to quality assure teaching and learning, there are formal learning visits for each teacher focusing on areas identified for development. These are followed by a coaching conversation. Leaders are clear about the standards of teaching that are expected. In this way, the quality of provision continues to improve and gains increasing consistency.
- Careers education is provided across all year groups, with a specific focus on fulfilling the Gatsby benchmarks across year groups.
- The local governing body has actively sought validation of leaders' work, and regularly meets with the headteacher.

2.2 Leadership at all levels - Even better if...

... middle leaders continued to share best practice across faculties.

3.1 Quality of provision and outcomes - What went well

- Staff at Manor High School pursue a shared vision to provide a broad and balanced curriculum for all students, which is embedded securely and consistently across subjects at the school. The impact of this vision is evident in well-presented books, demonstrating coherently planned and well sequenced learning across the range of curriculum areas.
- Positive attitudes in all lessons demonstrate students' engagement in their learning, as do their comments which show their deep level of learning, both inside and outside of school. The climate for learning is positive across the school and students feel safe to contribute to learning. In English, students were confident in applying their knowledge to write analytical responses to questions posed about 'A Christmas Carol'.
- Relationships with staff are strong. One student said, 'We like how the staff speak to us in a really positive and understanding way'.

- There is a strong focus on how the behaviour curriculum benefits students to achieve the whole school vision. During a house assembly, the focus on character development was skilfully woven into a session on Martin Luther King.
- The use of the 'Manor High Way' is consistent across departments and skilfully delivered, following whole-school training. Students in humanities can clearly articulate how knowledge organisers and 'do now' activities aid retrieval.
- Students contribute to the calm, purposeful learning environment across the school by frequently demonstrating prominent levels of independence and an understanding of the systems in place with a great level of maturity. One student said, 'We need to help students who don't behave well to know how to get better and come back into our community'.
- Teachers across subjects circulate in lessons to check for understanding and support the removal of misconceptions through quality questioning. In science, the teacher continued to probe a student with an incorrect answer to guide them to a more suitable answer, then inviting the student to share their learning with their peers.
- Challenging questioning enables students to build on one another's answers. An opportunity for students in top set English to 'think, pair, share' allowed them to reflect more deeply, resulting in analytical answers consisting of challenging tier 3 vocabulary.
- Curriculum time is used well to deliver the Personal, Social and Health Education (PSHE) curriculum. These sessions are consistently taught, and routines are well established, with plenty of discussion.
- The curriculum is clearly sequenced in a range of subjects, including English and humanities. In history, student books showed that students were learning key foundation topics before moving on to more complex concepts.
- Teachers expertly disseminate the core concepts students are required to know before moving learning on. In geography, the teacher used the CPD on 'core learning habits at Manor' through the modelling of an examination question answer by expertly narrating his thinking. A student said, 'I love it at Manor because teachers teach you in a way that means you understand'.
- Assessment for learning is used productively when teachers check understanding and circulate to support students where needed. In a computing lesson, a teacher relentlessly pursued the learning of useful and purposeful knowledge. As a result, students were able to answer the 'I do' question independently in a demanding area of the curriculum.
- Progress 8 for summer 2023 was significantly above the national average.

3.2 Quality of provision and outcomes - Even better if...

... although standards are significantly above the national average, all teachers continued driving progress levels to be consistently high across the school.

4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The school leadership team expects quality first teaching to meet the needs of all students by promoting inclusion. The teacher in The English 'nurture' group teacher modified her pedagogical approach to enable all students, including students with SEND, to access a very ambitious curriculum in line with peers in other sets.
- Teachers are aware of the importance of their role in addressing learning gaps for students with additional needs. They are supported by enthusiastic leaders who ensure that they have the resources to identify students' specific learning barriers and identify key objectives to address these. ECTs were very positive about the support they receive and the allocation of key workers to all students with SEND.
- High quality teaching and learning, which focuses on disciplinary literacy and is supported by a reading support programme, is a clear focus for the school. The Year 7 reading intervention used carefully chosen texts and students are tested three times a year to assess and respond to progress as necessary.
- The prioritisation of vocabulary acquisition supports students achieving the best possible outcomes from their starting points. Student vocabulary is developed using a wide variety of interconnected strategies including the 'word of the week'.
- The fact that students with SEND and disadvantaged students outperform other students nationally is a testament to the school's success. The extensive enrichment programme incorporating all subjects, and targeted activities for disadvantaged students, make a considerable difference to their self-esteem, attitudes to learning and attendance. These characteristics, combined with highly effective teaching, are the key factors in sustaining their remarkable achievements.

- The school is wholly committed to the most vulnerable of students. The STRIDE provision caters for students with an array of needs that prevent them from attending and accessing learning. STRIDE has shown significant impact on the lives of the most vulnerable, through targeted, individualised support programmes, for example through personalised timetables, adjusted start and end times, and in-school intervention that develops any areas of weakness.

4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

... staff consistently promoted all opportunities for pupils, especially disadvantaged, to engage in the wide extra-curricular provision offered by the school.

5. Area of Excellence

Not Applicable

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.



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Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)