

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Manor Church of England Academy, York

Millfield Lane, York. YO26 6PA

Current SIAMS inspection grade

Outstanding

Diocese

York

Previous SIAMS inspection grade

Outstanding

Date of academy conversion

April 2011

Name of multi-academy trust

Hope Learning Trust York

Date/s of inspection

11-12 June 2018

Date of last inspection

28 February -1 March 2013

Type of school and unique reference number

Secondary Academy 136544

Headteacher

Simon Barber

Inspector's name and number

Kathryn Wright 436

School context

Manor Church of England academy is a founding school for the Hope Learning Trust York and partner in the Ebor Hope Teaching School Alliance. It is a larger than average and expanding 11-16 school. The current principal has been in post for two years. The large majority of students come from White British backgrounds and the proportion eligible for free school meals is below average. Numbers of pupils with special educational needs or disability is below average, however those with education, health and care plans is above average. There is a special school satellite facility located within the academy. The ordained chaplain is currently on sabbatical.

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

- The Christian vision of 'Serving others, growing together and living life to the full' shapes the strategic direction of the school resulting in transformed student lives.
- The Christian values of graciousness, compassion, loyalty, patience, kindness, forgiveness and justice are understood and championed by the entire school community leading to a shared sense of purpose and identity
- Prayer lies at the heart of everything the school does thus demonstrating and living out the school motto 'Deo Duce' (led by God)
- The centrality of religious education (RE) as a core subject provides time and space for young people to explore their own spiritual and philosophical convictions.

Areas to improve

- To review the Key Stage 3 RE curriculum and close the gap between boys' and girls' achievement in RE in order to improve outcomes for all students in Key Stage 4.
- To formalise the monitoring of form-time collective worship thereby ensuring that these occasions are effectively supporting pupils' spiritual development.
- To further define and develop the role of lay chaplaincy so that the Christian vision and values are fully lived out and embraced in all aspects of school and community life.

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

The Christian vision of being led by God (Deo Duce) to serve others, grow together and live life to the full underpins every aspect of the school. This leads to students who want to live purposefully and with meaning, bringing about change and transformation in the communities in which they live and beyond. The values of graciousness, compassion, loyalty, patience, kindness, forgiveness and justice lie at the heart of the school and are demonstrated in the very positive relationships between members of the school community. Students readily make connections between biblical teachings, including the life of Jesus and the character of God and the Christian values on which the school is founded.

Serving others is central to everything the school does. All students are provided with exceptional opportunities to take part in social action and develop their own gifts through the Archbishop of York Young Leaders Award. In addition, the lives of some students have been changed and renewed through serving abroad in Romania and Malawi. The impact of the school's fundraising on the lives of people in Malawi has been transformational. The very strong emphasis on growing together impacts on the school's approach to the curriculum and pastoral care. Forgiveness, mercy and justice underpin the approach to behaviour for learning and approaches to attendance. This has resulted in outstanding attitudes to learning and high attendance. A personalised approach towards every student reflects the gospel imperative that all are to flourish. This has resulted in a renewed mentoring programme for the most vulnerable students, highly effective satellite provision for students with special educational needs and a comprehensive revision of mental health support for all students. The role of the school as an advocate for students in its care is exemplary. Students are enabled to live life to the full, many talking about the life-enhancing nature of their experiences at the school. Overall progress and attainment by the end of Key Stage 4 is well above the national average. Students who qualify for pupil premium achieve well.

Students have a comprehensive understanding of spirituality as a journey of faith or belief. The promotion of spiritual, moral, social and cultural development is prominent in all curriculum areas and through a wide range of enrichment opportunities. All departments audit their provision and consider how it can impact on their approach to the curriculum, teaching and learning. RE makes a good contribution to Christian character of the school by providing an understanding of the nature of the global church as the body of Christ and enabling students to understand the theological basis of the Christian values they live out. Students have good opportunities to understand diverse communities through visits to a variety of places of worship, including a mosque and synagogue, as well as welcoming visitors from a range of local Christian organisations.

The impact of collective worship on the school community is outstanding

Collective worship is intrinsic in promoting and living out the school vision. It is embraced by the entire school community as an occasion which allows space to reflect, pray and feel part of the school family. Through a range of 'house' and form-time settings, worship is a distinct part of the day which is inclusive, relevant and invitational. It has a significant impact on students and staff including providing a sense of peace and unity at the start of each day. The effect of an annual trip to Taizé was overwhelming for many in terms of their own faith journey, including time and space to listen to God and sensing God's presence in others from around the world.

Collective worship has a particularly strong emphasis on the seven core Christian values, whilst also reflecting the seasons of the church year. Students are able to articulate their understanding of the Trinitarian nature of God, explaining its links with The Lord's Prayer. Students have a good understanding of Anglican faith and practice though well-established use of liturgy in the termly Eucharist services. These provide inspiring occasions for all students and staff, regardless of faith or background, to feel part of a community and enjoy moments to reflect on their own spirituality. The annual carol service in York Minster provides a moving and uplifting occasion to celebrate the schools' Christian foundation, utilising the musical gifts of many in the school community. A range of visitors lead worship including local Christian youth organisations as well as clergy, providing students with a varied diet of expressions of the Christian faith.

Students have regularly lead and organise worship. Students value the chance to write their own prayers, and lead form-time worship. Good use of visual stimulus as well as engaging material such as films, images and quotes provide students with excellent opportunities for spiritual development. The role and place of prayer is exceptionally well understood by students and staff. It lies at the heart of all decisions the school makes and everyone regards it as part of living out the Christian faith. Students benefit from both formal and unplanned times for prayer, including a retreat, prayer spaces event as well as open access to the chaplaincy as a place of sanctuary during the school day. The ordained and lay chaplains provide a presence around the school and offer spiritual support for the school community. Alongside the assistant principal, they give strong leadership to this aspect of school life, with plans in place for continued improvement. The monitoring of 'house' worship and The Eucharist is effective and has led to notable changes to practice. However, monitoring of the 'thought for the day' form-time worship is not yet well-established, and this has led to some inconsistencies.

The effectiveness of the religious education is good

RE has a prominent place within the school as a core subject with its own faculty and significant curriculum time. The most effective teaching at Key Stage 3 establishes robust and challenging tasks, making use of iPad technology to support learning and providing opportunities for creativity and original theological and philosophical thinking. In Key Stage 4, good use is made of teacher feedback and re-drafting to improve exam technique, and in some lessons worthwhile use of English literary techniques are made to analyse text. Most students value the subject seeing its importance in terms of understanding others and living in a diverse society. However, a small minority of students, particularly boys, are unsure of the relevance of the subject and this leads to a lack of engagement.

Standards at Key Stage 4 are good. GCSE (74.1% A*-C 2017) performance is just above the national average. However, this is significantly below that of English in the school context. Boys underperform girls, and this has been identified by the faculty as an area for development. Detailed analysis of mock results means that effective actions are being taken to further support the higher and lower prior attainers. Assessment for learning is embedded with progress of students tracked regularly. Progress across both key stages is good. The two-year Key Stage 3 curriculum largely meeting the requirements of the Church of England Education Office Statement of Entitlement (2016). It is based on a theological understanding of Christianity but focuses almost exclusively on the Abrahamic faiths. This limits students' ability to know and understand the impact of the Dharmic traditions and secular worldviews, their impact on society and culture. Nevertheless, the subject provides excellent opportunities for students to develop spiritually and reflect on their own identity. Tasks which encourage students to wonder about the transforming nature of faith and belief, particularly through conversation with members of Christian organisations and the Young Leaders Award, impact on their own sense of responsibility and place in the world.

The subject is well led. The relatively new Director of Learning for RE is a reflective practitioner who has benefited from working closely with the English department, local schools and the diocese in order to explore ways of raising standards, enhancing engagement and working towards outstanding outcomes for all. The department priorities are appropriately challenging developed through rigorous monitoring and self-evaluation.

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

The leadership team and governors articulate a passionate Christian vision which is rooted in the teachings of Jesus. The headteacher and senior leaders model humble, servant leadership striving to be the presence of Christ in the school community and beyond. In recent years, the schools' vision has not only been sustained and upheld but is deepening and influencing others beyond the school. For example, the ethos, policies and practice of the Hope Learning Trust, and the Ebor Teaching School Alliance are firmly established in the same vision and values. Serving others, growing together and living life to the full are confidently articulated by teaching and non-teaching staff, parents, students and in the wider community. This leads to excellent academic outcomes for students and a depth of spirituality throughout the academy. The website provides a public face for the vision and values to be exemplified and celebrated. Policies and strategic decision making are rooted in Christian values and teachings including the curriculum and timetabling, the decision to create an RE faculty, the link with Applefields satellite special educational needs provision, and in the use of pupil premium funding.

Prayer lies at the heart of everything the school does. It is central to all staff and governors' meetings, and this has had a positive impact on staff wellbeing particularly through a period of complex personnel changes. New staff, including support staff, are inducted well into the Christian life of the school, and yearly professional development on the Christian foundation is embedded into the school calendar. The school prepares teachers well for church school leadership. The role of the lay chaplaincy is evolving, and the school have identified this as an area for further development, particularly as the school and Hope Learning Trust expand. The school has strong links with the diocese, local churches and Christian organisations across the world. The wellbeing and spiritual development of staff and students is effectively enriched through these opportunities. Parental satisfaction is high, and they feel well listened to. Parents value the Christian foundation of the school and the impact of this on the lives of their young people.

The school development plan has the Christian ethos at its heart. The two development points from the previous inspection have been well met. Students lead form collective worship once a week, and older students provide outstanding service to the community, particularly through the Young Leaders Award. The school has comprehensive self-evaluation processes in place. Targets for church school improvement are appropriate and realistic. The local governors and Hope Learning Trust board provide highly effective support and challenge to the school leaders. They regularly monitor RE and collective worship, and this has led to significant changes over the last two years. The statutory requirements for collective worship and RE are met.