

## Manor Foundation Business, Enterprise & Sports College School Profile

*The information provided was correct at the time of publishing. Please be aware that details may have changed.*



### Manor Foundation Business, Enterprise & Sports College

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Wednesbury, West Midlands, WS10 0JS  
Telephone: 0121 5562858

<http://www.manor.sandwell.sch.uk/>

<b>Local Authority:</b>	Sandwell
<b>Age range:</b>	11-19
<b>Number of pupils:</b>	717
<b>Head teacher:</b>	Ms Miriam Mole
<b>Chair of governors:</b>	Mr Peter Maull

#### What have been our successes this year?

#### What have been our success this year?

The school academic year of 2006/7 ended with our best ever examination results at Key Stage Four with 42% of our pupils gaining 5 or more A\* to C grades.

This was also the first year of being a specialist school for Business, Enterprise and Sports. The additional funding was used to develop a state of the art Enterprise Suite used by the school, primary partner schools and the community. We also enlarged our fitness suite with new equipment which has been used by a partner schools and the wider community.

As a result of our specialist status we have been able to put on a variety of activities which were published in our newsletters and which helps pupils to learn and gain wider experiences.

Additional funding was used to appoint specialist coaches for Business and Enterprise and Sports who have been able to develop further opportunities for pupils.

The school was awarded Artsmark for the first time and also put on its first major production for a number of years which involved a large number of pupils including year 5 and 6 from Tameside who made up the choir.

We had a successful OfSTED Report in February 2006 which was very positive of many aspects of school life.

#### What are we trying to improve?

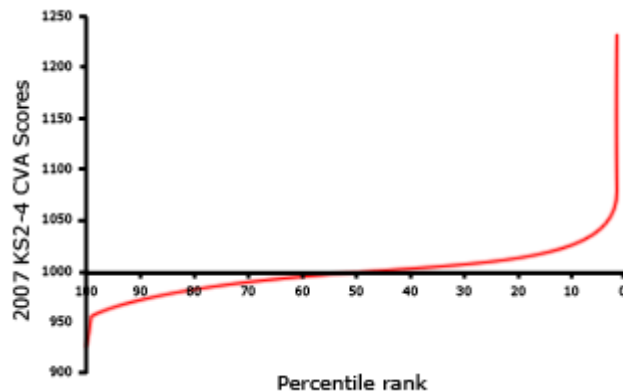
We are trying to gain further improvements in SATs at Key Stage Three by:

- Access to gifted and talented, and study support activities to ensure pupils reach and exceed their potential;
- Lower Attaining Pupil pilot project to convert as many level three learners to level five at the end of Key Stage Three;
- Booster sessions provided by our Academic Coach in Science by targeting those pupils on level 4/5;
- Assessment for learning strategies to develop more opportunities for peer and self assessment;
- Use of the specialist schools programme to provide support and opportunities to staff and pupils to raise attainment;
- The development of a wider range of teaching and learning methods to include more opportunities to develop higher order thinking skills.

Key Stage Four have gained successes through the vocational curriculum offer which provides pathways through Applied GCSEs. An increasing number of pupils have taken courses off site through the Sandwell Extended Pathways and this has helped to increase motivation and improve success rates of a minority of pupils who may otherwise have become disengaged.

In both key stages we are making greater use of data to track pupils' progress and to respond to under performance.

#### How much progress do pupils make between 11 and 16?



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The chart shows our school's contextual value added (CVA) score relative to that of other secondary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.



Our school



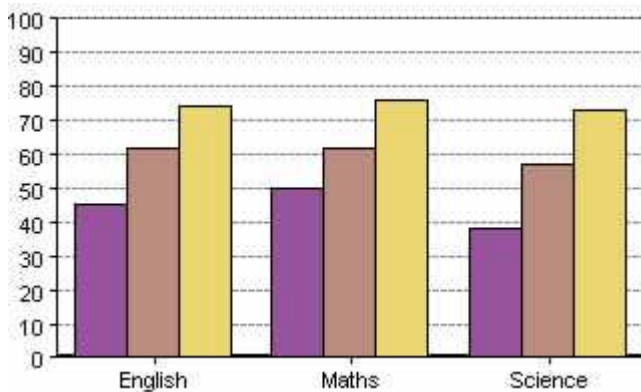
Confidence interval

The graph shows that our pupils made slightly below average progress between Key Stage two to Four in comparison to other schools nationally placing us slightly below the line and within the 68th percentile. The school broke the 42% 5A\* to Cs barrier for the first time. A higher grades of A\* to Bs were spread across the subjects and a number of individual pupils performed extremely with one girl gaining 7 GCSE grades at A\* and A.. Over threequarters of our pupils gained 5 or more A\* to G grades which included English and Maths. A small number of pupils were entered for the Certificate of Achievement instead of GCSE and gained Entry level 1 results.

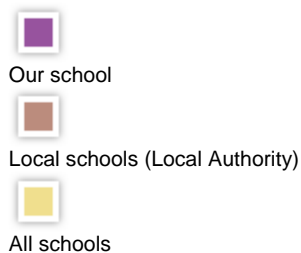
A small number of pupils took up training in some vocational areas which was not examined although they would have developed skills.

Value added takes account of the attainment levels of pupils when they arrive in Year 7 and measures the progress they make during the five years at Manor Foundation. In the year group approximately 44% came into year 7 at Level 4 or above and the remainder were below the expected level for Key Stage Two. Therefore given that pupils had a lower starting point in comparison to other schools nationally they performed well in their GCSE results.

### How well do our pupils achieve at age 14?



This shows Key Stage 3 results for 2007. It shows the percentage of pupils eligible for KS3 tests (usually 14 year olds) who achieved or exceeded level 5.



Our pupils performed slightly below the expected level in English with a value added score of 98.9 (100 is the expected score ) and very fractionally below expectations in Maths with a value added score of 99.8 and Science with value added score of 99.2.

However when our results are judged against national and local results we have to take into account the number of pupils who join year 7 below the expected level in their Key Stage Two SATs.

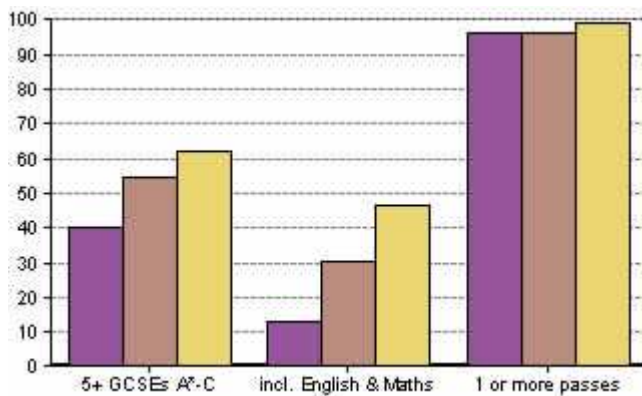
When these pupils joined the school in September 2004 the percentage who came into the school at the expected level 4 or above were as follows:

**Key Stage Two results**

English	Maths	Science
54%	44%	72%

We need to take into account that pupils took national exams in English and Maths and Science was assessed through teacher assessments which partly explains the difference in results.

**How well do our pupils achieve at age 16?**



This shows the percentage of pupils (who were at the end of Key Stage 4) who in 2007 achieved 5 or more GCSEs (and equivalent) at grades A\*- C, 5 or more GCSEs (and equivalent) at grades A\*-C including English and mathematics GCSE, and one or more GCSEs (and equivalent) at grades A\*-G.

- Our school
- Local schools (Local Authority)
- All schools

Although the graph shows pupils achieving below the national average and below the Local Authority when the starting point of less than half our pupils gaining level 4 on arrival in year 7 is taken into account they have achieved well by year 11. Over half our pupils are two years behind in their reading age on entry to the school in Year 7 and this has to be taken into account. We have devised a comprehensive reading programme to make sure that all pupils can access the materials and resources they need to be successful.

Our results with combined English and Maths were low when compared to the previous year and pupils have been targeted for additional support this year to make sure improvements are in place. We have appointed an Academic Coach for Maths and for English to support pupils who are borderline C/D. We have also reduced the size of classes for the current Year 10.

A small number of our pupils become disengaged with school life and continue their education off site which means that they do achieve a small number of GCSEs but not the 5 at A\* to C grades. Some pupils are entered for the certificate of Achievement and gain an Entry Level qualification.

### **How have our results changed over time?**

At Key Stage Four results have increased over time from:

	2002	2003	2004	2005	2006	2007
% 5 + A* to Cs	22	34	39	36	41	42

Although there has been a steady increase in the percentage of pupils gaining 5A\* to C grades over a period of time, when English and Maths are included there is a drop in numbers. We have entered pupils for a literacy and numeracy qualification which is worth a grade B at GCSE and a number gained the qualification in 2007. We have continued with this programme in 2008. We have plans in place to increase the percentage of pupils gaining 5A\* to C grades including English and maths.

The number of pupils gaining at least one GCSE has always been close to the national average.

At Key Stage Three English and Maths have been slowly improving whilst Science has dropped slightly.

### **How are we making sure that every child gets teaching to meet their individual needs?**

- Transition programme from Year 6 to 7 with the more vulnerable pupils meeting with our Learning Mentors and staff from the Learning Support Department;
- Lower Attaining Pupils Pilot project which is a national scheme aimed at raising level 3 learners to level by the end of Year 9;
- Extensive use of ICT as a tool for learning and to develop more independent learning skills;
- Development of opportunities for pupils to peer assess and self assess to enable them to become more independent learners;
- Greater use of the inter-active whiteboard for whole class teaching and inter-active teaching and learning;
- Setting in core subject areas and in Languages, Humanities;
- Differentiated teaching and learning methodologies;
- Use of seating plans to ensure that pupils are focused upon their learning;
- Individual pupil target setting through Academic Review Days;
- Access to learning support staff ( learning support practitioners, mentors and academic coaches);
- The introduction of a more flexible and work related curriculum;
- Activities linked to raising aspirations and higher education taster experiences;
- Partnerships with outside agencies and other education providers.

### **How do we make sure all pupils attend their lessons and behave well?**

All teachers keep an attendance register and follow up non attendance if pupils were in school. Pupils are registered every lesson and a record is kept of pupils who are late to lessons. Poor punctuality is followed up. Each week good attendance is publicised and pupils are rewarded. Those pupils below 80% are very closely monitored and those between 85% and 90% are followed up. Robust systems are in place.

We have a behaviour policy which has been discussed with pupils and they are very aware of the rewards for good behaviour and progress made in lessons. They are also very aware of the consequences of poor behaviour. The rewards and consequences are displayed in all the classrooms. The school operates a patrol system where a member of senior staff will remove a pupils from a lesson if they are disrupting the teaching and learning of other pupils.

The Behaviour Policy contains well developed disciplinary procedures and stages to monitor behaviour. There are a number of intervention strategies in place for pupils who display aspects of poor behaviour.

Our Behaviour Policy is based upon respect for others and responsibility for themselves.

### **What have pupils told us about the school, and what have we done as a result?**

Overall pupils were very positive about the school, however through the School Council they did express concerns on the following:

- Consistency of the rewards policy and the need for differentiated rewards for older pupils;
- The state of the toilets;
- The nutritional value of the school meals.

As a result of what they said the pupils were involved in discussions on the state of the toilets and these were refurbished. They also discussed different ideas about the school dinners and more pasta dishes and fruit were included. Sweets and crisps were withdrawn. Their ideas upon rewards were taken forward and the range of rewards was increased to give pupils more choice.

Pupil voice is being developed within lessons and teaching staff have altered their lessons as a result eg: pupils asked for more plenaries, others have asked for more active ways of working together.

In the specialist areas pupils have contributed towards the development of some of the programmes. Two year groups have contributed towards a fitness survey.

### **How are we working with parents and the community?**

- Regular parents consultation evenings and communication with parents through the reporting cycle, progress reports and target setting;
- Regular questionnaires to survey parents views of our provision;
- Half termly newsletters, parental engagement workshops;
- Parent Bulletins, specialist school newsletter,
- Active participation in the local community and local schools through the :
- Wednesbury Learning Community
- Extended Schools
- 14 to 19 Consortium
- Liaison with primary schools and well developed programmes in Design and Technology, Science, Modern Foreign Languages, Expressive Arts and Maths. Activities have been happening within a number of schools throughout the year. We also had a very successful theme day in June with over 150 primary school children participating. We have had successful Easter and Summer Schools for Year 5 pupils;
- We are part of the School Sports Coordinator scheme and a member of staff has been working in Priory, Tameside, Yew Tree and Fir Tree primary schools throughout the year.

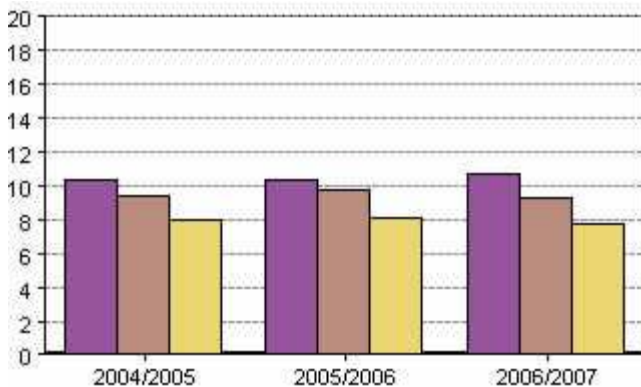
This year we have ran some courses for adults on Enterprise and Business at level 2 accredited through the Institute of Leadership and Management. We have also had 70 adults undertake 10 week taster programmes in Hair and Beauty.

### What activities and options are available to pupils?

The following are some of these:

- Sports, music, art and drama clubs and extra curricular activities occur every week at lunch time and after school throughout the year;
- study support sessions with after school coursework clinics, revision sessions, catch up sessions and preparation for exams and Easter Schools focusing upon revision sessions, completion of coursework and preparation for exams;
- Summer Schools to encourage pupils to try something new or to extend their learning. Summer schools offer Art, ICT, Forensic Science and Japanese. Also Maths and Science was offered to Year 5/6 pupils from primary schools as part of our Extended Schools programme;
- Visits to support learning in a number of subjects such as Geography, RE, and History; trips to Birmingham and London to the theatre, museums and exhibitions;
- Residential experience through the annual ski trip; weekend trip to Germany; Ingestre Hall
- Visits to higher education institutions such as Wolverhampton, Birmingham and Warwick Universities;
- impact days with visiting speakers, tutors and coaches to work with a variety of year groups in preparation for work experience, career interviews and to develop leadership skills.

### How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.



Our school



Local schools (Local Authority)



All schools

Our absence rates have remained fairly stable at around the 10% mark. This is above the national average of 8% and also slightly above the rate for Sandwell as a whole. However once attendance levels fall below 85% it can greatly affect the exam performance of pupils. As a school we have a strong focus upon improving attendance levels and the following are some of the actions we take:

- We target those pupils below 80% attendance in order to encourage them to improve their rates of attendance;
- The School has its own Attendance Manager who contacts parents on the first day of absence if there has not been any contact with the school;
- We have a rewards system to encourage good attendance and to reward those who improve their attendance rates;
- We are supportive in how we re-integrate non attending pupils back into school and our Learning Support staff will work with individual pupils to get them back into school;
- Our Home/School Liaison Officer will also support families in getting non -attending pupils back into school.

#### **How do we make sure our pupils are healthy, safe and well-supported?**

- Development of a school ethos based upon respect;
- Listening to pupils opinions; school councils, surveys;
- Anti-bullying policy and procedures;
- Child protection policy and procedures;
- Sanctions and rewards system;
- Health related fitness and healthy eating options - gaining of the Gold Award for Healthy Schools and the National Standards for Healthy Schools, the Bog Standard Award;
- Personal, Social and health Education programme covers life skills, and information for a healthy emotional and physical life;
- Assembly programme, visiting speakers promotes health, safety and well being and clarifies expectations for learning and behaviour.
- Guidance curriculum led by designated staff with an emphasis on the key roles of form tutors and Heads of Year.
- Extensive enrichment programmes to nurture the development of the whole child.

#### **What do our pupils do after year 11?**

Destination of School Leavers 2007

Total Continued Learning in Full Time Education:

79                      63.71%

Total Continued Learning in Labour Market:

19                      15.32%

Total Not in Learning:

	26	20.97%
Total continuing with learning		
	98	79.03%

### **Ofsted's view of our school**

This is a satisfactory school with some good features. This judgement matches the school's evaluation of itself. Achievement overall is satisfactory, although standards remain below the national averages by Year 9 and Year 11. Leadership and management are satisfactory. The senior leadership team knows the strengths of the school and the areas of provision which require some improvement. It accurately judges that the school provides good quality care, support and guidance. The school has introduced many initiatives which effectively support pupils. Teaching is satisfactory overall, with some that is good and even outstanding. This is helping standards to improve in some subjects, but more rigorous monitoring by middle managers is required to ensure that improvement is consistent. More effective use of feedback to pupils would help them understand how to improve their work and develop independence. Pupils' personal development is satisfactory, but opportunities are sometimes missed to increase their awareness of cultural diversity. The school is working hard to improve pupils' understanding of healthy eating. It has already successfully achieved the silver Healthy Schools award. Attendance continues to be unsatisfactory despite the school's hard work and the employment of the school's own attendance officer and home-school liaison officer. The school provides good value for money. In particular, human resources are deployed effectively to support pupils with learning difficulties and disabilities. The school has shown it can achieve improvement in the areas it has tackled and it has the capacity to improve further.

Date of last inspection: **09-Feb-2006**

### **Ofsted graded our school as Satisfactory**

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Manor Foundation Business, Enterprise & Sports College](#)

### **What have we done in response to Ofsted?**

During OfSTED the Senior Leadership Team was described as effective and the school was said to be extremely well led by its Headteacher Ms Mole. Since then we have appointed a permanent Head of Maths and we have instilled more rigour in the monitoring of teaching, learning and pupils progress. We have also gained specialist status and those subject areas have been working within the core subjects running joint projects to raise attainment.

We have been developing the use of data so that we are more effective at tracking pupils progress. We have been developing opportunities for peer and self assessment for pupils so that they have a better understanding of what is expected of them and how they can improve.

During the year we have been even more persistent in targeting pupils whose absence is below the expected level. The OfSTED team of inspectors recognised that we did follow up absences effectively but that we needed to consider other strategies to target pupils with low rates of attendance.

We continue to focus very much on teaching and learning and the percentage of good and outstanding lessons has increased. We have an Innovation Group who develop and share good practice on teaching and learning.

### **Information about our sixth form:**

#### **Our results this year**

The pass rate for the 6th form was 91.5% in comparison to 84% in 2006 and 89% in 2005. However a greater proportion of students gained the higher grades and the average point score per student was higher than last year at 478.26 (boys @ 420 and girls @ 551.84). Overall there was a higher percentage of the higher grades when compared to previous years.

Within Sandwell students from the Manor 6th form were top of the league table.

Other results include successes on level 2 courses and a number of students gaining qualifications in Community Sports Leadership Awards and Higher Sports Leadership Awards.

#### **How have our results changed over time?**

The results have improved to the extent that the school was top of the league table of 6th form results for Sandwell. Students follow a range of courses which add to their point score and provides good preparation for university.

Results:	2005	2006	2007
% pass rate	89%	84%	91.5%

#### **What have been the successes of the sixth form this year?**

This has led to the highest number, a third of year 13 students going onto university. Our Academic Coach for the 6th form Mr Parish coached students in Maths GCSE to ensure that they had the grades needed for university entrance requirements and all those moving onto university passed.

More students have stayed on in the 6th form because we are able to provide a range of courses for them at level 2 and 3. Some students spend part of their time at College or with a training provider for some of their teaching.

The enrichment programme has been developed to offer students a wider range of experiences some of which will help with their studies, some will become interests later in life and some as new experiences.

#### **What are we trying to improve in our sixth form?**

We have been reviewing the courses offered in the 6th form to ensure a spread of level 2 and the level 3 courses. At the moment students entering the 6th form with a majority of the grades of E/F are unable to access the level 3 courses and we have responded by offering more at level 2.

We are improving the breadth of courses available for 6th form students to ensure more level two courses for those students who wish to take a combination of level two and three courses.

We have been working with an Advanced Skills Teacher to develop the quality of teaching and learning in the 6th form and to develop ways of evaluating the standard of teaching.

It is the intention to refurbish the 6th form centre and provide quality facilities for use by students during Private Study. Computers have been installed but more are needed as the 6th form is growing. The profile of the sixth form is to be raised via a variety of planned changes on a social and academic nature.

Enrichment courses are being developed and an extensive programme is available. Students have been involved in Sport leadership programmes and Manor is one of 8 centres for the Higher Award.

### **What do our students do after leaving the sixth form?**

42% of students applied to and received offers from universities and 31% went on to University and others left to take up posts in a variety of careers. One student went on to take further training in the work place.

### **More Information**

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone: 0121 5562858

Our website: <http://www.manor.sandwell.sch.uk/>