

Manor Community College Profile



Manor Community College

Arbury Road

Cambridge, Cambridgeshire, CB4 2JF

Telephone: 01223 508742

<http://www.manorcc.org.uk>

Local Authority:	Cambridgeshire County Council
Age range:	11-16
Number of pupils:	338
Head teacher:	Mr Benjamin Rory Slade
Chair of governors:	Mr Andrew Pellew

What have been our successes this year?

Awards 2009

- Arts Mark Gold (June 2009)
- Prince's Teaching Institute Kite Mark Award for English (June 2009)
- Cambridgeshire Culture Award (July 2009)
- HSBC plc award for outward bound activities (December 2009)
- Cambridgeshire Chief Constable Commendation for 'Community Support' provided by students (November 2009)

Examination Results at GCSE June 2009

- Continued improvement over last three years at GCSE with above national average results in English, History, French, German, Music and Art
- Above national average results at GCSE for students with special educational needs

Partnerships 2009-2010

- The College is in the final stages of becoming a Trust School (wef September 2010)
- The College specialism (music, art and drama) has been further enhanced by partnerships with charities and arts groups (e.g. Sue Ryder Charity, Britten Sinfonia)
- The College, working closely with local businesses, started a Diploma in Construction in September 2009

Student Activities 2009-2010

- Student Voice published an Anti-Bullying Charter
- Student Voice hosted conference for other Cambridge Schools on anti-bullying strategies
- Gifted and Talented students attended a conference for young entrepreneurs at University of Cambridge

What are we trying to improve?

Our Raising Attainment Plan

- To continue to improve the quality of learning and teaching
- To continue to raise standards at KS4- especially English and Mathematics
- To continue to raise standards of attendance and punctuality
- To improve and enhance the use of performance data across the College

Our targets

- To reach above national averages in GCSEs A*-C in all subjects
- To complete the process of becoming a Trust School
- To reach above national average attendance rates

Our priorities

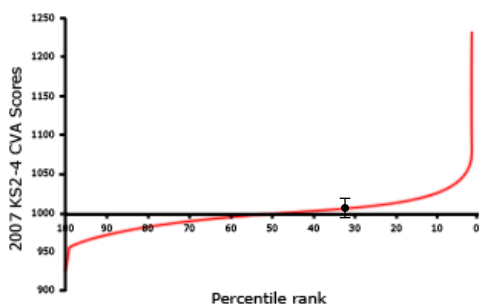
- **We strive to 'put students first' in all of our decision making**

- We are also committed to 'developing the talent of the future' both academic and vocational

We are focussing on:-

- raising standards of attainment by setting demanding improvement targets
- raising student aspirations using the specialism as a driver for change
- developing a culture of no excuses from students, staff, parents, carers, and governors
- ensuring there is equality of opportunity for all

How much progress do pupils make between 11 and 16?



- Our School
- ▮ Confidence interval

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.

The graph above is provided by the DfE and is the latest central information available (2008).

The tables below chart progress between 2007-2009.

Results at Key Stage 4 over three years

KS4	2007	2008	2009
5 A*-C	32%	47%	48%

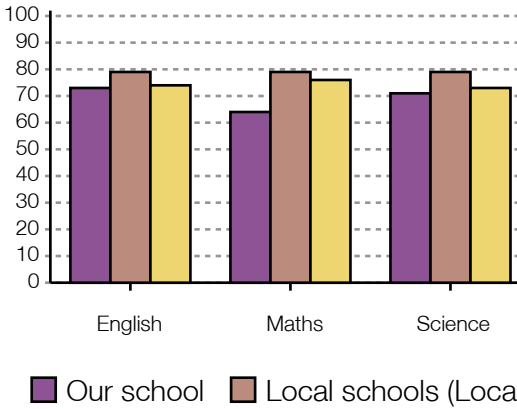
Context Value Added Score has been above national average over three years for all subjects

2007	2008	2009
1024.3	1008.2	1008.9

Context Value Added average (2009) in English and Mathematics

English	1002.6
Mathematics	1002.9

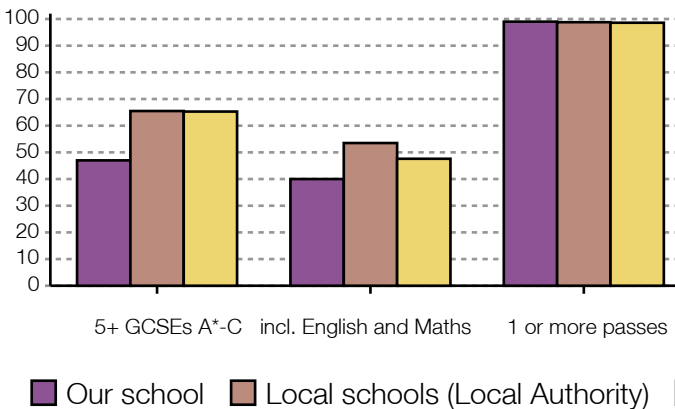
How well do our pupils achieve at age 14?



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.

The graph above is provided by the DfE and is the latest (2007) central information available.

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 2008 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.

The graph above, provided by the DfE shows results for 2008.

In the last three years (2007-2009) the attainment of students at the end of KS4 at Manor Community College have been steadily improving. In 2009 six subjects achieved above national average results at GCSE.

In 2007 only 23% of the students taking GCSEs achieved 5 GCSEs A* -C including English and Mathematics.

In 2008 this figure rose to 40%.

In 2009 the figure dipped slightly to 37% but 48% of the cohort attained 5 A*-C GCSEs, the highest percentage of higher grade GCSEs the school has reached.

How have our results changed over time?

Trends of improvement in attainment over the three year period at GCSE level.

Table 1: College Attainment figures for 5 A-C grades at GCSE including English and Mathematics and 5 GCSEs grade A-C

	2007	National	2008	National	2009	National
5 GCSEs A-C incl. Eng and Math	23%	46%	40%	48%	37%	50%
5 GCSEs A-C	32%	60%	47%	64%	48%	68%

Attainment of SEN and other identified groups in the College

The College has been consistently achieving better than national average points for students with **SEN and students with statements over the last three years.** Manor CC SEN students are both entering and achieving more GCSEs than the national average and their grades are higher than SEN students in other schools.

The CVA for SEN/statemented students for the last three years is shown in the table below.

Year	Cohort	CVA score
2007	6	1007.8
2008	12	1021.0

2009	15	1015.0
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Percentage of students at KS4 who achieved at least one pass at GCSE or equivalent

% achieved at least one pass	2007	2008	2009
School	100	99	98
National	98	99	99

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

The College has an established rigorous monitoring system for tracking the progress of each student. The increased concentration of the College on the quality of teaching in the last three years is reviewed regularly.

Recent visits by OFSTED trained consultants to observe lessons and review Departments (2009) have been very positive. The consultant for English said, 'The outcomes for minority ethnic students and for students on Free School Meals are in line with their peers in College and above that of their counterparts nationally'.

Gifted and Talented students have been identified to take part in activities at the University (e.g. Mathematics) and at Master Classes within the city (e.g. Chinese) as well as residential courses. Numbers of students going to the highly acclaimed Hills Road Sixth Form College to study for 'A' levels has risen sharply in the last two years. The College only had one student classified as NEET at the end of the 2008-2009 academic year.

The College's outstanding Learning Support Department provides one to one tuition in literacy as well as in-class support in all key subject areas.

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

Behaviour

Good behaviour involves respect for each other and allows all students to engage in learning. Manor Community College has a clear Code of Conduct and a rigorous system for tracking poor behaviour. There are a number of sanctions that are used as part of this system. In the last two years the College has not found it necessary to permanently exclude any pupil.

The College also has a rewards system based on points awarded for positive achievement across the board.

In order for students who wish to learn being given the maximum opportunity to do so, poor and disruptive behaviour is not tolerated.

Attendance

Routine daily attendance is an important lifeskill for our students to master. Attendance is recorded electronically and parents/carers are telephoned automatically to inform them when their child is not in College.

A new Attendance Team (September 2009), led by the Assistant Principal and which includes a Family Outreach Worker, form close links and positive relationships with parents and students with poor attendance.

The College's Breakfast Club is free and has encouraged good attendance from vulnerable students.

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

Students are regularly canvassed for the views about their learning, teaching and life at the College.

Student Voice is extremely active in the College with stiff competition for election for membership.

In 2009-2010 the Student Voice has :-

- published a Charter for Anti-Bullying
- developed guidelines to cope with cyber-bullying
- set up a sub committee for Learning and Teaching
- requested a special space where senior students can relax and work
- requested an increased number of lunchtime activities
- planned changes and improvements to the space used by students on the College campus.

The actions taken by the College have been:-

- to support a conference run by students at ManorCC for representatives from other City schools
- publish and publicise the Charter and anti-bullying strategies widely
- to ask the students to present their analysis of 'what makes a good teacher' to governors
- to set up a room for Year 11 students with television, bean bags and work space
- to double the number of lunchtime activities
- to liaise with Cambridge University Press for adult volunteers to work with the students to improve the campus site.

How are we working with parents and the community?

Parents are involved and updated about their child's progress. Reports on attainment in all subjects, behaviour and attendance are sent to parents once a term. In Year 10 and 11 these reports are issued every half term.

We ask for the views of parents in the form of a questionnaire issued annually through an external agency(Cocentra). The trend over the past three years has been a rise in percentages of parent satisfaction in all aspects of the College's work. 88% responded that they were, 'kept well informed about how their children were getting on'.

The College works closely with other Cambridge City Schools, and the Principal is Chair of the 'City and North of the River Secondary School Consortium'. The College has curriculum collaborations with Netherhall, Chesterton, Parkside and St Bedes at KS4.

The College runs a number of activities for parents/carers of specific groups of students e.g. Cookery Classes for EAL mothers and ICT for EAL parents/carers. The college has a long record of positive action and community involvement.

The College is proactive in its communications about College developments. There has been full consultation about the possibility of Trust status for the College (2010).

What activities and options are available to pupils?

Opportunity is taken to provide diversity to students' learning activities, including programmes for the gifted and talented. For example there are over 20 after school activities taking place during the week, from street dancing to science club. The College has three thriving bands who play at primary schools and in public. The Art Department has been engaged in a number of projects funded by awards from Cambridge County Council which promote sustainability.

Activities for students off site have included master classes in foreign languages and mathematics, History trips to the battlefields, French trips to France, Art visits to Kettles Yard and Barcelona, Drama theatre workshops.

The curriculum offer at KS4 is as follows:

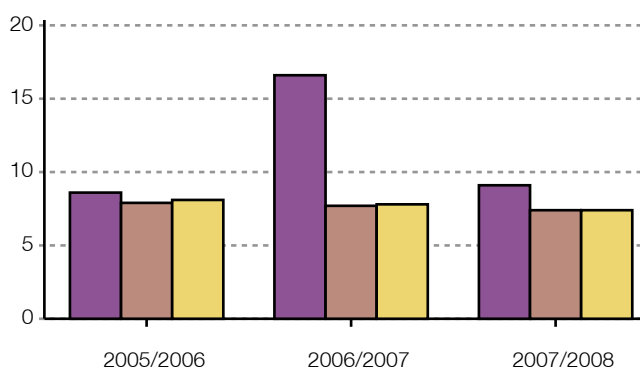
GCSE curriculum : History, Geography, Health and Social Care, French (7%) , Art & Design, Graphics, Food & Nutrition, English, Mathematics and Science (combined)

Diploma curriculum: Construction, ICT, Creative Arts and Media, Public Services

'Step-up' programme at Romsey Mill for vulnerable students.

Some students follow a personal timetable in order to support them in their learning journeys.

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

Overall attendance has improved significantly from 2008-09.

In 2008 10.8% of students were persistently absent. In 2009 this dropped to 7.5%.

In September 2008 overall attendance was 90.9%. In September 2009 this increased to 93.4%.

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

The College encourages students to adopt healthy lifestyles.

- following changes in the menus to adopt a more healthy selection of food, school meals are becoming increasingly popular with a 50% increase in the number of students having school meals in 2009-2010 in comparison with numbers from 2008-2009.

- 42% of students opted for Dance/PE in Year 10 in 2009-2010

- 40% of enrichment activities are either physical or outdoor pursuits (including camping and gardening)

- students in all years discuss issues related to health. In Year 10/11 specific session on drugs, alcohol, sexual activity and keeping safe are discussed in seminars and groups with professional agencies.

- the vast majority of students cycle or walk to College

- two students have been awarded the status of Sports Ambassadors for Cambridge County Council. They have promoted physical and healthy activities in primary schools in the locality.

- 87% of parents thought the College encouraged students to take healthy and regular exercise.

What do our pupils do after year 11?

Students who left us in July 2009 are either studying for 'A' levels, extending or improving their GCSE qualifications or undertaking Diplomas and other vocational courses at one of the post 16 institutions in Cambridge.

What have we done in response to Ofsted?

The most recent OFSTED inspection was in June 2008. Overall the college provides ' a satisfactory standard of education that is rapidly improving'. The inspectors were 'impressed with a number of things, including the personal and social skills of many of the students, and good behaviour around the college and in lessons. The curriculum is also good with increasing opportunities for different types of courses, especially from Year 10 upwards'.

Main areas for development were:

- raise standards of attainment
- raise standards of attendance

Standards of attainment are on a clear trajectory upwards

23% students achieved 5 A* -C in 2007

37% students achieved 5 A* - C in 2009
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Standards of attendance are also improving rapidly

Attendance 2008 (1 May) = 87.2%

Attendance 2009 (1 May) = 92.0%

The inspectors were also confident that the college ' has good potential to continue to improve'.

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:

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