

Inspection of Manor Drive Secondary Academy

Porter Avenue, Peterborough, Cambridgeshire PE4 7EP

Inspection dates:	4 and 5 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Jo Sludds. This school is part of The Four Cs 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), Mike Sandeman, and overseen by a board of trustees, chaired by David Whiles.

What is it like to attend this school?

There is a lot on offer for pupils at Manor Drive Secondary Academy. They gain a rich understanding of the world through the many opportunities to explore politics, society and the local community. Every single pupil participates in the 'mind body goal' activities, which are at the heart of the wide-ranging enrichment programme.

Pupils regularly attend a range of clubs such as book folding, film and music. They raise money for their chosen charities. The school organises numerous educational visits in this country and abroad. Pupils appreciate how these experiences aim to help them become responsible and well-rounded members of society.

The school makes clear its high ambition for learning. Pupils focus well during lessons and achieve well. They enjoy the broad curriculum they study.

Most pupils behave well in lessons and as they move around the school. Pupils are guided to value the differences between themselves and others. They treat others with respect. They are safe in school, knowing staff will act promptly if they raise concerns. Pupils have access to a trusted adult to talk with. The action the school has taken to improve pupils' attendance is having a positive impact.

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

The school's well-designed 'curriculum roadmaps' reflect its high expectations. On the whole, the curriculum sets out and sequences logically the key knowledge and concepts pupils need to learn. However, content is sometimes not clear enough. This means that teachers do not consistently emphasise the most important knowledge the school wants pupils to learn and remember. As a result, pupils' learning is not as strong as it could be.

Pupils with special educational needs and/or disabilities (SEND) follow the same broad curriculum as their peers. Teachers have been trained well to adapt teaching for these pupils. The school's strong processes mean that any additional needs are identified without delay.

The school strongly promotes a love of reading. It has carefully planned interventions for pupils who need extra help with their reading. These pupils receive effective support.

On the whole, most pupils behave well. During lessons, they listen attentively and focus on their learning. Leaders keep behaviour under the spotlight. They have adapted policies to reflect the increase in the number of pupils. This includes how the school manages lesson transitions. However, the school's expectations are not consistently applied during these times of the day. This means that behaviour is boisterous at times.

The school prioritises regular attendance. It works hard to engage with parents to resolve the causes of any persistent absence. This approach is bringing some success.

The provision for pupils' personal development is exemplary. Within this, all pupils participate in courses that support their intellectual and physical development and broaden their aspirations. This enhances the taught curriculum and is complemented by an impressive range of extra-curricular activities. These include a growing number of sports fixtures and clubs. The school has designed a strong careers strategy. Year 9 pupils, for example, understand the range of options available to them at key stage 4 and beyond.

Assemblies and form time contribute well to the relationships, health and sex education curriculum. The school has planned this with great precision. Pupils understand what it means to be a citizen in modern Britain. They learn how to contribute to their community. They have meaningful opportunities to take on leadership responsibilities. Pupils show a strong understanding of respect for difference.

The school and the trust have successfully managed the school's rapid expansion since its opening in 2022. Their determined mission to build a strong school for the local community has underpinned this. Staff share this sense of purpose. They are proud to work at the school. The experienced trustees and local governors know the school well. They support its leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' learning is sometimes not as secure as it could be. This is because the school's curriculum plans do not always set out clearly enough the key knowledge and concepts that pupils need to learn. The school should take the steps necessary to address this and implement its vision for high-quality education across the curriculum.
- In some instances, the agreed approaches to behaviour management are not applied by the school. Because of this, behaviour is occasionally boisterous, and some incidents of poor behaviour have resulted in suspensions. The school needs to review arrangements and support for pupils so that the school's high expectations are more consistently upheld.

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	149104
Local authority	Peterborough
Inspection number	10378599
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	Board of trustees
Chair of trust	David Whiles
CEO of the trust	Mike Sandeman
Headteacher	Jo Sludds
Website	www.manordrivesecondary.org.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Manor Drive Secondary Academy opened to pupils in September 2022. There are currently pupils in Years 7 to 9.
- The school is part of The Four Cs Academy Trust.
- The school uses one registered alternative provision and three unregistered alternative provisions.
- 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

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 the headteacher and assistant headteachers. The lead inspector met members of the local governing body and trustees. He also met the CEO of the trust.
- Inspectors carried out deep dives in these subjects: English, mathematics, modern foreign languages, history and physical education. 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 also discussed the curriculum in some 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 leaders to discuss the provision for pupils with SEND, behaviour and attendance, careers information and guidance, pupils' personal development and bullying.
- Inspectors met with pupil groups to discuss behaviour and pupils' wider development.
- Inspectors reviewed the 67 responses and 53 free-text comments to the online survey, Ofsted Parent View. They also reviewed the 99 responses to Ofsted's pupil survey and 28 responses to Ofsted's staff survey.

Inspection team

Peter Whear, lead inspector	Ofsted Inspector
James Chester	Ofsted Inspector
Clare Gammons	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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