

Inspection of Lawn Manor Academy

Salcombe Grove, Swindon SN3 1ER

Inspection dates: 11 and 12 July 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils at Lawn Manor Academy are polite, considerate and respectful. Leaders have high expectations of all pupils. These are embodied through the 'Lawn Manor Way' and the school's 'ILEARN' values. New arrivals to the school, including pupils who speak English as an additional language, are helped by staff and pupils to settle in quickly.

Leaders expect all pupils to behave well. They have established clear and consistent routines to manage pupils' conduct. As a result, low-level disruption in lessons is rare. During social times, pupils manage their behaviour well. This leads to a calm and purposeful environment where pupils focus on their learning.

Pupils value diversity and they respect those from different backgrounds. Pupils are actively encouraged at the school to treat everyone equally. This helps most pupils to feel happy and safe in school.

Pupils benefit from a rich range of enrichment clubs, including those for Latin, philosophy, robotics and LGBTQ. Pupils embrace these opportunities. Pupils contribute positively to the school community through leadership opportunities, such as becoming 'welcome ambassadors' for new pupils and participating in the school council.

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

School and trust leaders have worked hard to improve the areas identified in the school's previous inspection. This has resulted in a stronger curriculum offer for pupils. This is not yet reflected in published results since pupils who have experienced the improved curriculum have not yet reached Year 11.

Leaders' aim of 'inspiring and creating futures for all' underpins the curriculum and the personal development offer. The curriculum is well sequenced and carefully structured. As a result, pupils know more and remember more. Assessment is generally used effectively and enables teachers to identify gaps in pupils' understanding. However, sometimes pupils are not given the opportunity to move on to more complex work. As a result, they do not deepen their knowledge and understanding.

Pupils with special educational needs and/or disabilities (SEND) learn the same curriculum as their peers. Pupils who attend the school's 'connect' provision are fully integrated into the school community. They use resources well to recall knowledge. This results in pupils with SEND learning successfully alongside their peers. They progress through the curriculum, consistently producing work that is as high in quality as that of their peers.

Leaders have prioritised reading for pupils who struggle to read. They carefully assess what individual pupils' specific needs are and ensure that they get the help

they need from specially trained staff. These pupils catch up quickly. Leaders are currently restructuring the school day to enable pupils to spend time reading every day. The books for this have been carefully selected to increase the diversity of literature to which pupils are exposed.

Most pupils enjoy attending school. Disruption during lessons is infrequent, and pupils can learn well. A small minority of pupils do not meet the school's expectations consistently. The behaviour system is not yet having an impact to improve their behaviour. As a result, they miss out on valuable learning.

Attendance has improved for most pupils. Nevertheless, some pupils still do not attend school regularly. This causes disruption to their learning and hinders their progression.

Leaders have prioritised pupils' learning about tolerance and respect. This has established a culture where diversity is valued and celebrated. Pupils talk excitedly about 'culture day' and 'refugee week'. These opportunities allow pupils to celebrate a wide range of countries and cultures through dance, traditional dress and the sharing of food.

Pupils are well informed about the opportunities available to them when they leave school. They benefit from regular encounters with local colleges and employers. This helps pupils to make informed decisions about post-16 education and training.

Trust leaders and governors share an ambitious vision for the school. They have a thorough understanding of the quality of education. They hold leaders to account effectively. Staff feel supported and valued. They say that leaders care about their workload and manage it effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that accurate records of pre-employment checks are maintained. Safer recruitment policies are followed effectively.

Leaders have ensured that training enables all staff to spot signs that mean pupils may be at risk or need support. Staff are vigilant and report concerns appropriately. Leaders follow up any concerns. They work closely with external agencies to ensure that vulnerable pupils and their families receive appropriate help when needed.

Leaders ensure that pupils are taught about how to reduce the potential risks they might face in order to stay safe. For example, pupils are helped to understand healthy relationships and the importance of consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum does not provide pupils with sufficiently demanding work. As a result, these pupils do not always make the progression through the curriculum that they should. Leaders should ensure that all teaching consistently delivers a demanding curriculum that successfully meets the needs of all pupils.
- Leaders do not always consider strategically how they can make the best use of the resources they have. Therefore, despite their hard work, the behaviour system and attendance intervention are not yet having a positive impact to improve the behaviour or attendance for a minority of pupils. Leaders need to ensure that their resources and systems have the intended impact so that they incite positive change.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144773
Local authority	Swindon
Inspection number	10288225
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	823
Appropriate authority	Board of trustees
Chair of trust	Nathan Coombs
Headteacher	Sandra Muir
Website	www.lawnmanor.org
Date of previous inspection	21 and 22 January 2020, under section 5 of the Education Act 2005

Information about this school

- Lawn Manor Academy is part of Ascend Learning Trust.
- The school uses three registered alternative providers and one unregistered provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in physical education, history, science and English. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors considered the responses to Ofsted's online survey for parents and carers, Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to the staff survey.
- To evaluate the effectiveness of safeguarding, the lead inspector scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors held discussions with trust leaders, the headteacher, other members of the senior leadership team, the special educational needs coordinator and curriculum leaders.
- The lead inspector met with the chair of the local governing body and reviewed documentation relating to governance.
- Inspectors observed and spoke with pupils in lessons, in small discussion groups and during social times to evaluate the standard of behaviour.
- Inspectors spoke with representatives from a sample of the alternative providers used by the school.

Inspection team

Frances Bywater, lead inspector	His Majesty's Inspector
Paul Nicholson	Ofsted Inspector
Tim Redding	Ofsted Inspector
David Simons	Ofsted Inspector

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