

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Manor Church of England Academy

#### Vision

Serving others, growing together, living life to the full. When Manor was founded in 1812 its motto was Deo Duce, which means led by God. Our vision builds on that motto, putting biblical principles into the education of our students. At Manor everyone is valued, and equally important. We encourage students and staff to be part of the school community which means supporting and building each other up as they grow together. As in 1 Corinthians 12:12-27 our school, (like the church) is a body, where every part is important and valued for who they are. Following Jesus' teaching and example in Matthew 20, we seek to serve those within and outside our community, with humility, kindness and compassion. God's creation offers many experiences and we encourage students to be involved and experience as much as possible. In addition, in John 10, Jesus describes himself as the gate, who provides security for his flock. We want our school community to be one where everyone feels safe and cared for so that they can flourish and live life to the full.

Manor Church of England Academy is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Notable Strengths

- The Christian vision guides the decision making of dedicated leaders, ensuring that it is central to policies, practice and strategic action. This has fostered a culture of care in which individuals are recognised and valued as the unique person they are. As a result, both adults and students flourish because the vision is actively lived out in the everyday life of the school.
- The rich and ambitious curriculum is complemented by a wide range of extra-curricular activities, trips and enrichment opportunities. These meaningful experiences enable students to 'live life to the full'. This nurtures the holistic development of students and allows them to flourish academically, socially, spiritually and personally.
- Strong, nurturing relationships between adults and students ensure that the whole school community is connected. The shared Christian vision guides and supports adults and students to 'grow together.'
- Students actively engage with issues of justice and responsibility through local, national and global partnerships. They make a positive impact by embodying the school's vision to 'serve others' and by taking a stand against injustice.
- Worship is inclusive and thoughtfully planned. Students and adults cherish moments to reflect on themselves, others and the world beyond which encourages their spiritual growth.

#### Development Points

- Enhance the way that the religious education (RE) curriculum challenges and extends students' thinking. This is to enable them to deepen the ways that they engage critically with a range of religions and worldviews.



## Inspection Findings

### Vision and Leadership

Leaders embody servant leadership, placing the Christian vision at the heart of their decisions. This ensures that the school community works with a shared purpose. The vision unites this loving school family and shapes a culture where individuals feel valued and supported. As an example, 'serving others' fosters compassion in students and adults and 'growing together' builds a sense of mutual support. In addition to this, the concept of 'live life to the full' supports the aspirational culture which motivates students to flourish. The vision guides leaders' aspirations that no one is left behind. This inspires the school community to work together to live out their shared Christian values. The Heartwood Learning Trust (the trust) and the school share a closely aligned vision. Consequently, the school and trust work towards the same goals through their close and highly effective partnership. Opportunities for collaboration between schools within the trust enhance improvements at Manor Academy. As a result, membership of the trust enriches the Christian foundation of this Church school. Staff embrace opportunities for professional development. This enables them to deepen their expertise and strengthen skills empowering them to grow and flourish professionally.

### Vision and Curriculum

The knowledge rich curriculum is underpinned by the Christian vision. Leaders hold high expectations for students regardless of need or ability. This means that students, including those who have special educational needs and/or disabilities (SEND), are given the same opportunities. The extra-curricular offer provides a diverse range of experiences. Students value the wide range of clubs available, recognising that there are opportunities to suit their varied interests. Clubs encourage collaboration and creativity. Students appreciate that enrichment experiences provide spaces where they have fun, build friendships and develop their imagination. Groups run by the York Schools and Youth Trust (YoYo) club support them with their questions of faith. They cherish it as a welcoming environment to explore their faith and ask questions. Therefore, students gain confidence to discuss important issues that matter to their personal development. Leaders have implemented a meaningful spirituality model based on 'self, others and beyond the world' across the curriculum. This provides opportunities for adults and students to consider their own needs and that of others. This can foster a sense of awe and wonder together with, for some, an awareness of the Divine.

### Worship and Spirituality

Worship is valued as an important time of togetherness. It provides a daily opportunity for students and adults to grow spiritually. Students talk about meaningful moments of stillness within worship as a time to reflect on their own beliefs and thoughts. Through worship, they explore and understand issues affecting their local community, as well as national and global concerns. Reflecting on real life issues enables them to develop empathy, a sense of responsibility and a deeper understanding of their spiritual growth. Adults speak positively about the impact of worship on their own spirituality. They value the way it inspires meaningful dialogue with students and offers intentional moments to pause, reflect and engage with insightful thinking. Prayer and reflection times help students to connect with God and offering moments to be still. They describe how it provides reassurance that God is always present and ready to listen. The chapel sits at the heart of the school and serves as a vibrant, inclusive and welcoming space. Students and adults appreciate the chapel as a place of reflection which enriches the spiritual life of the school. The staff prayer group value time to pray for members of the school community. This enables them to pause and think intentionally about others' needs.

### Vision and School Culture

Pastoral systems are intentionally rooted in the Christian vision and are thoughtfully adapted to the context of the community that the school serves. This creates a warm, inclusive and caring ethos, characterised by strong relationships across the school. Staff demonstrate exceptional care and commitment to the wellbeing and development of members of the school community. This creates a strong sense of belonging where adults and



students feel valued. Restorative justice is an important aspect of the school's culture. It enables students to reflect, repair relationships and move forward together. Displays such as the Valentine's Day hearts in the chapel celebrate the positive relationships between staff and students. Students value reward tickets given by staff for attitudes to learning. They appreciate recognition of their effort, perseverance and positive engagement with learning.

#### Vision, Justice and Responsibility

Rooted in the Christian vision, the school places a strong emphasis on serving others. Through fundraising and campaigns, the charity ambassadors group gains a growing understanding of justice and responsibility. This awareness motivates them to act and raise funds to support those without a home in York. Students engage in charitable work through partnerships in Malawi, putting the school's Christian vision into action by 'serving others'. The visit to Malawi enables both adults and students to see firsthand the tangible consequences of injustice. This experience fosters gratitude, humility and a deeper understanding of global responsibility. Students lead year group worships to highlight the impact of the Malawi trip, raising awareness of extreme poverty and food insecurities. As a result, students' understanding of justice is enhanced. Through visits to Parliament and programs supporting marginalised communities in Romania, students engage with issues of fairness and ethical responsibility. Consequently, they develop a sense of responsibility to uphold justice and care for others.

#### Religious Education

The newly developed RE curriculum reflects the Christian vision. It is well sequenced and balanced, enabling students to learn about a range of religions and worldviews. This enhances their understanding of diversity, between, and within, religions and the way they show respect for others. The RE curriculum is well planned and engaging because leaders have ensured it is relevant. The RE curriculum is still developing in its capacity to challenge and extend students' thinking. This currently limits the depth with which students engage critically with religious concepts across a range of religions and worldviews. RE staff are passionate about their subject and inspire students to explore their own beliefs and values. Learning about different beliefs and views helps them become more open-minded, respectful and tolerant of others.

Debate and discussion are integral to teaching, allowing students to consider different perspectives and express their own ideas. These experiences develop skills in communication, reasoning, empathy and dialogue that prepare students for adult life. Systems to evaluate teaching and learning are effective. These enable staff to refine their practice within teaching and identify strengths and areas for development within students' work. Effective teaching ensures that students receive regular and immediate feedback during lessons to support their learning. This means that they can promptly address misconceptions. Feedback about GCSE questions help students to reflect on their learning, improve their skills and raise the standard of their work. Consequently, they make strong progress. All students study the full GCSE course with the majority taking the final exam. This reinforces the status of the subject within the school and supports high expectations for learning. The school's collaboration with the diocese, including attendance at RE network meetings, strengthens planning, teaching and staff confidence.

## Information

Address	Millfield Lane, Nether Poppleton, York, YO26 6PA		
Date	4 March 2026	URN	136544
Type of school	Academy	No. of pupils	1137
Diocese	York		
MAT	Heartwood Learning Trust		
MAT Chair	Jane Lewis		
Headteacher	Jordan Cairns		
Chair of Governors	Debbie Cooper		
Inspector	Lindsay Henderson		