

The Manor Church of England Primary School

URN: 109176 | Inspected: 02 December 2025

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement

Expected standard

Children in the early years foundation stage are well prepared for Year 1. Pupils achieve well in phonics. Published outcomes for phonics are consistently above the national average. This knowledge supports children's future learning. Across the wider curriculum, pupils use what they have learned accurately and confidently. Pupils typically achieve above the national average in the multiplication tables check. This is because teachers use pupils' starting points carefully in mathematics, which supports pupils to make progress over time. Published outcomes show that pupils, including disadvantaged pupils, typically achieve in line with the expected standard by the end of key stage 2. Almost all Year 6 pupils are proficient readers who enjoy books. In addition, they are capable mathematicians. Pupils at the end of Year 6 typically achieve the expected standard in reading, writing and mathematics. Published data shows that the proportion of pupils achieving the higher standard in spelling, punctuation and grammar is below national expectations. As a result, not all pupils reach their full potential in writing before leaving for Year 7. Overall, the majority of pupils are well prepared for secondary education.

Curriculum and teaching

Expected standard

Leaders have designed a curriculum that is well sequenced, ambitious and suitable for each year group. Subjects taught typically give pupils the knowledge and skills they need for their next stage of learning. In mathematics, pupils secure essential knowledge through structured teaching. Pupils who need additional support receive timely help to catch up. Leaders have planned and sequenced the phonics curriculum so that pupils develop early reading knowledge to support their learning across the school. Pupils read books that accurately match their phonics knowledge. Those who fall behind benefit from effective support to catch up. Staff support pupils who have barriers to learning by appropriately breaking learning into manageable steps and modelling expectations. Leaders ensure that staff have the skills and knowledge needed to support pupils in the early stages of reading. 'The Manor Manual' guides teaching pedagogy in classrooms and helps ensure that expectations are clear and consistent, which supports pupils' learning and progress. As a result, pupils can recall key vocabulary. However, some pupils who are ready to move on to new learning do not always do so quickly enough. This is particularly the case in writing and in spelling, punctuation and grammar. Leaders are beginning to address this so that pupils achieve as well as they can.

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Early years

Expected standard

Staff are ambitious for children. They understand the importance that every child, including pupils with special educational needs and/or disabilities, makes a successful start to their education. Children benefit from well-established partnerships between the school, parents and carers and local pre-schools. These partnerships enable staff to gain a clear understanding of children's individual needs before they start school, supporting a smooth and positive transition. Children settle quickly and typically meet the school's high expectations. Staff encourage children to develop respect for others, for example, by taking turns when playing. Staff consider children's starting points and ensure that the curriculum sets out the essential knowledge and skills children need to prepare them for Year 1. The school places a sharp focus on children's communication and language development. Most staff engage in high-quality interactions with children to develop their vocabulary. Reading is prioritised. Activities are carefully planned to support the development of children's knowledge and skills across the whole curriculum. Ongoing assessment identifies what children know and remember. Typically there is precise support in place for children who fall behind to catch up with their peers. As a result, most children are prepared well for the next stage of their education.

Inclusion

Expected standard

Leaders at The Manor have created an inclusive culture across the school. They identify and assess pupils' individual needs effectively. This includes those who are disadvantaged, pupils with special educational needs and/or disabilities (SEND) and pupils who are known, or have previously been known, to children's social care. This enables leaders to reduce barriers to learning and/or wellbeing and ensure that reasonable adjustments are embedded as part of everyday practice. Pupils with SEND and those who are disadvantaged make steady progress. Leaders monitor this well and review the impact of support and interventions, making changes where needed. The school uses a clear step-by-step approach to supporting pupils. Leaders work closely with families, external professionals and agencies to shape the support for pupils. Staff receive training, so they understand pupils' needs and can provide effective, inclusive support. Leaders use pupil premium funding carefully. Leaders ensure that pupils in receipt of pupil premium benefit from a range of strategies that typically staff implement promptly. However, leaders' strategic oversight of pupil premium funding is developing further so that support is systematically and skilfully adapted to make a difference to pupils' opportunities and experiences.

Leadership and governance

Expected standard

Leaders demonstrate high standards of professional conduct and place pupils at the centre of their decision-making. They have a firm understanding of the school's context. They have high expectations of pupils and use appropriate strategies to enable pupils to thrive. Pupils approach their learning with confidence and

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understand that making mistakes is part of learning. Leaders have established a culture where pupils feel safe and benefit from positive daily routines. Leaders are strategic in their thinking. They identify the right priorities for school improvement that have a positive impact on pupils. Leaders and governors know the context of the school well. Governors assure themselves that leaders' understanding of the school is accurate. They provide both challenge and support through constructive discussions and activities. Governors fulfil their statutory duties with commitment. Changes to teaching introduced last year were carefully considered by both leaders and governors, which has helped to ensure their success. Leaders approach school development with consistency and energy. They have identified what needs further development. They have strengthened early reading so that books are closely matched to pupils' phonics knowledge. Improved phonics outcomes show that this work has been successful. Leaders are working on improvement strategies to support pupils to maximise their potential across all areas of the curriculum. Leaders have created a culture where teachers' professional learning and wellbeing are valued. This enables staff to develop their expertise in a clear and coherent way. Personal development and well-being Expected standard The school values pupils' personal development. Leaders provide an appropriate and coherent programme for pupils. Assemblies and a range of leadership opportunities, such as the Manor Committee and pupil librarians, give pupils experiences beyond the classroom. These help pupils develop their talents. Pupils generally learn about the protected characteristics and fundamental British values, including respect, fairness and democracy. They are encouraged to think about right and wrong and to reflect on their actions and choices. Pupils respect and support one another. This creates a clear sense of belonging and supports pupils to develop confidence and responsibility. Pupils have opportunities to participate in a range of extra-curricular clubs, such as football and gardening. These activities help pupils work together, build friendships and develop social skills. Leaders typically ensure different groups of pupils, including disadvantaged pupils, take part in these activities. Pupils know to stay safe online and understand how to look after their wellbeing both online and offline.

The school's relationships, sex and health education builds on the personal, social, health and economic curriculum and supports pupils' development in line with statutory requirements. Pupils learn how to form positive relationships, manage risks and make healthy choices. Pupils benefit from enrichment opportunities, including visits to places such as museums to learn about the Second World War and a whole-school visit to the pantomime each year. These experiences help pupils develop an appreciation of culture, history and the wider world.

What it's like to be a pupil at this school

Pupils at The Manor have an enjoyable experience that prepares them well for the next stage of their learning. Pupils achieve well and feel safe, knowing staff always look after them. Pupils consistently behave well, and pupils know who to talk to should they have any worries or concerns. The school's ethos is underpinned by the curriculum drivers 'Spirituality, Community and the Arts'. Through these, pupils develop a sense of independence and confidence. Pupils thrive during learning because adults are able to focus on teaching. They rarely have to remind pupils about positive behaviour. The school values: 'thankfulness, compassion, honesty, forgiveness, friendship and courage' are evident in day-to-day activities. Older children model positive behaviour consistently. Younger children are quick to help and support one another. Behaviour such as this helps pupils feel they belong to their school community. Pupils feel that their school is like a family where they are helped to shine. They know

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that their teachers care about their learning and their wellbeing. The school culture helps pupils to learn well, and because of this, they flourish. Positive relationships between staff and pupils are given high priority. Pupils enjoy their learning and they like coming to school. As a result, pupils regularly attend school. They value their school, their peers and the adults who teach them. Pupils show respect to one another. Pupils with special educational needs and/or disabilities or who are disadvantaged are fully included in all aspects of school life.

Next steps

- Leaders should continue to work on improvement strategies, so that all pupils achieve as high as they possibly can, across the curriculum, before leaving the school.
- Leaders should further develop their strategic oversight of inclusion so that support is reviewed and adjusted carefully, leading to consistent improvement in pupils' opportunities and experiences.

Attendance and behaviour

Strong standard

Leaders work relentlessly to support high levels of attendance in the school. They use robust systems and processes to ensure that attendance remains a high priority. Staff, families, governors and pupils know that attendance is important. This is because leaders reinforce this message. When attendance falls below expectations, leaders take swift action. As a result, attendance for individual pupils and groups of pupils continues to improve. The overall attendance of the school is above national averages as a result of the school's work. Pupils' behaviour across the school is highly positive. Pupils show respect to one another, and they enjoy demonstrating the school's values. Leaders ensure that bullying is not tolerated and pupils are confident that adults deal effectively with the rare incidents that occur. The school provides a calm and purposeful environment where pupils can thrive. Learning is valued by all, and as a result, pupils embody great attributes. Pupils with special educational needs and/or disabilities have appropriate support in place to support consistently positive behaviour. This strengthens their motivation and positive attitudes to school. Expected standard

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/the-manor-church-of-england-primary-school-bristol>