

Inspection of a good school: The Manor Church of England Primary School

Roundways, Coalpit Heath, Bristol BS36 2LF

Inspection dates:

13 and 14 July 2021

Outcome

The Manor Church of England Primary School continues to be a good school.

What is it like to attend this school?

Staff work together as a dedicated team. They share the leaders' high aspirations of an engaging and memorable curriculum. Pupils learn well across many subjects. They say the school's motto, 'Shine like stars in the sky', inspires them to be the best they can be.

The school's 'learning gems' help motivate pupils to learn. They value how teachers recognise successful learning behaviours, such as collaboration and resilience. Pupils behave sensibly. They know the difference between bullying and falling out. Most say that bullying is not an issue. They are confident that teachers will sort out any issues that occur without delay. Staff and pupils agree that this is a happy and safe place to learn.

Pupils understand the importance of celebrating differences. The mantra of 'treat people how I want to be treated' is held by many. The school's values of friendship, courage and forgiveness are helping to create kind and compassionate young citizens. The vast majority of parents and carers praise the school's work. Many parents commented on the 'strong leadership' and how their children 'love learning'.

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

Leaders place teachers' professionalism at the heart of their work. Regular training is helping teachers to become experts in the subjects they teach. Staff use a range of approaches to make learning stick with pupils. For example, they construct quizzes carefully to revisit and embed essential knowledge. This is working particularly well in mathematics and history.

As soon as children start in Reception, they develop a love of reading. Skilled staff immerse children in a rich range of talk, stories and rhymes. There is a consistent approach to phonics lessons. Staff have high expectations of pupils. They are quick to spot pupils who need extra support. These pupils benefit from an additional phonics lesson to help them keep up. On

occasions, some pupils read books that are too hard for them. This hinders their ability to read fluently.

Older pupils have developed strong reading habits. Many say that they read for fun. Others say that incentives, such as 'Pebble in the Jar', encourage them to read daily. Pupils in Years 5 and 6 read from a range of challenging books. They do so fluently and with expression.

Leaders have put together a well-sequenced and ambitious mathematics curriculum. Staff's subject knowledge is strong. Children use mathematical vocabulary to explain their thinking in Reception. They are confident in making predictions and solving problems. Teachers help pupils remember important information about numbers during 'key instant-recall facts' sessions. This enhances pupils' speed and accuracy, particularly when they are calculating. Consequently, pupils enjoy mathematics.

Leaders have planned and mapped out clearly the content they expect pupils to learn as they progress through the school. In history, pupils have a growing understanding of the past from studying a range of significant people and places. For example, pupils in key stage 1 know about what life was like in the past in the local coal mining settlement. Teachers are becoming skilled at making connections across sequences of learning. As a result, pupils are learning and remembering more of the curriculum.

Leaders and staff know the needs of pupils with special educational needs and/or disabilities (SEND). These pupils are involved in all aspects of school life. Staff keep a close eye on how well pupils are learning the curriculum. They break tasks down into small, manageable steps so that pupils experience success. Pupils with SEND flourish because of the precise support they receive.

Staff enrich pupils' personal development through stories and class discussions. 'Pause for Thought' sessions allow pupils to discuss social and global issues. They appreciate how staff care about their opinions and listen to their suggestions. Low-level disruption to learning is rare. Pupils know the importance of behaving well in and out of class.

Governors are knowledgeable about leaders' work to strengthen the curriculum. They are playing an important role in holding school leaders to account. Governors ask the right questions to check the impact of school improvement priorities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, keep a close check on safeguarding. Adults are well trained. Staff at all levels know how to raise a concern. Leaders' record-keeping is thorough. Where there are concerns, leaders are quick to identify families in need of external support.

Through the curriculum, pupils learn about staying safe. They know some of the dangers involved with social media. Pupils feel that they could talk to staff if they had a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils at an early stage of reading occasionally struggle to read fluently. The books they are reading are too hard for them. Leaders need to ensure that these pupils read books that match the sounds they know.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2011.

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 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for published performance information about the school [here](#).

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	109176
Local authority	South Gloucestershire
Inspection number	10198369
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair of governing body	Sarah-Jane Cannings
Headteacher	Amanda Flanagan
Website	www.themanorcofeprimary.org.uk
Date of previous inspection	14 June 2016, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, a new headteacher and deputy headteacher have been appointed.
- The school uses one unregistered alternative provider.
- The school is a voluntary-controlled Church of England school. At the most recent Section 48 inspection of the school, carried out in May 2016, the school was judged to be outstanding.
- There is a breakfast and after-school club for pupils who attend the school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, senior leaders, staff, pupils and three members of the governing body. He spoke with a representative of the local authority.

- The inspector listened to pupils from Years 1, 2 and 3 read to an adult.
- The inspector did deep dives in these subjects: reading, mathematics and history. He discussed the curriculum with subject leaders, staff and pupils, visited lessons and looked at pupils' work.
- The inspector considered how well the designated safeguarding lead acts on concerns about pupils' welfare and safety. He reviewed the school's safeguarding documentation and talked to pupils, staff and governors about safe working practices.
- The inspector observed pupils' behaviour in lessons and around the school site, including at lunchtime.
- The inspector considered 65 responses to the online survey, Ofsted Parent View, including 55 free-text responses, and 19 responses to the staff survey.

Inspection team

Dale Burr, lead inspector

Her Majesty's Inspector

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