

The Manor Church of England Primary School

Address: Roundways, BS36 2LF

Unique reference number (URN): 109176

Inspection report: 2 December 2025

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

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 ●

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.

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 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 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.
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About this inspection

The chair of the board of governors in this school is Catherine Proudlove.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the Executive Headteacher, Head of School, and other senior and middle leaders during the inspection. The lead inspector met with some governors. He also spoke to the Director of Education from the Diocese of Bristol and the Strategic lead of school improvement from the local authority.

Inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character.

The school is not currently using any alternative provision.

Executive headteacher: Amanda Flanagan

Lead inspector:

Thomas Brewer, His Majesty's Inspector

Team inspectors:

Liz Geller, His Majesty's Inspector

Ken Buxton, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

School and pupil context

Total pupils

199

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

15.08%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.01%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with Special Educational Needs (SEN) support

11.56%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	61%	Close to average
2024/25	72%	62%	Above
2023/24	74%	61%	Above
2022/23	53%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25	84%	75%	Above
2023/24	90%	74%	Above
2022/23	57%	73%	Below

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	72%	Above
2024/25	78%	72%	Close to average
2023/24	84%	72%	Above
2022/23	73%	71%	Close to average

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	73%	Above
2024/25	97%	74%	Above
2023/24	87%	73%	Above
2022/23	77%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	46%	Close to average
2024/25	S	47%	S
2023/24	S	46%	S
2022/23	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	62%	Above
2024/25	S	63%	S
2023/24	S	62%	S
2022/23	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	59%	Close to average
2024/25	S	59%	S
2023/24	S	58%	S
2022/23	S	58%	S

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	60%	Above
2024/25	S	61%	S
2023/24	S	59%	S
2022/23	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	68%	-21 pp
2024/25	S	69%	S
2023/24	S	67%	S
2022/23	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-3 pp
2024/25	S	81%	S
2023/24	S	80%	S
2022/23	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	78%	-24 pp
2024/25	S	78%	S
2023/24	S	78%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	S	77%	S

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	80%	-3 pp
2024/25	S	81%	S
2023/24	S	79%	S
2022/23	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	4.4%	5.1%	Close to average
2023/24	5.0%	5.5%	Close to average
2022/23	4.4%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	11.1%	14.3%	Close to average
2023/24	10.1%	14.6%	Below
2022/23	9.5%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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