

Inspection of a good school: Manorbrook Primary School

Park Road, Thornbury, Bristol BS35 1JW

Inspection dates: 22 and 23 February 2023

Outcome

Manorbrook Primary School continues to be a good school.

What is it like to attend this school?

At Manorbrook, the values of respect, responsibility and resilience are woven into school life. Leaders and staff clearly demonstrate these values. Everyone treats each other with respect, trust and fairness. Leaders are ambitious for all pupils. They want them to have the knowledge and skills they need to make the most of life. Pupils with special educational needs and/or disabilities (SEND) learn well here.

Pupils behave well at school. They are polite and kind. They respond to leaders' clear expectations of good behaviour. Pupils enjoy learning new things and want to do well. Pupils have high expectations of their own behaviour. Low-level disruption is rare. If it does occur, staff address it effectively. The few pupils who do sometimes struggle to manage their behaviour are helped to improve it. Pupils know what bullying is. They say that it only happens occasionally. They are confident to tell a trusted adult and say that it would get sorted out quickly.

Pupils take their responsibilities, such as being house captains or school council members, seriously. They are proud of the contributions they make to school life, such as helping to reduce waste at lunchtime by recycling and composting. Pupils feel safe at school. Their parents and carers strongly agree.

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

Leaders have developed a well-sequenced curriculum. They have identified what pupils need to know to help them learn new things. This prior knowledge helps pupils understand new learning well. For example, pupils in Year 3 learn about the River Nile. This helps them when they study Ancient Egypt in Year 4. It also helps them when they study rivers further by looking at the River Severn in Year 4 and the River Amazon in Year 5. Subject 'vocabulary spines' identify the key vocabulary pupils need to acquire. The well-planned and interesting curriculum, along with skilful teaching, mean that pupils engage in their learning.

However, leaders have not finished identifying the essential knowledge that pupils should learn in all subjects. This means that in some subjects, it is harder for pupils to build the links in their understanding that help them remember their learning.

Phonics is well taught. Teaching closely follows the ambitious phonics scheme. In Reception, children quickly learn the sounds they need to begin to read. Staff spot misconceptions straightaway. If pupils struggle, there is immediate support to help them keep up with the programme. Detailed assessments inform which books early readers receive so they experience success as a reader. Pupils enjoy reading. Adults read aloud to pupils from a range of texts. Pupils love the reading assemblies and the culturally diverse books that are read to them.

In Reception, children make a strong start to learning about numbers through well-designed activities. Mathematical vocabulary is a focus in learning across the school. New learning is introduced based on accurate assessment of pupils' understanding. Pupils regularly practise new skills and revisit previous learning. This means that pupils become secure in their mathematical understanding. By the time they are in Year 6, pupils are competent mathematicians. They can solve problems and explain their reasoning. They use mathematical vocabulary accurately.

Pupils with SEND are well supported. Their individual plans reflect their needs. They enjoy the same curriculum as their peers. Although a small number of parents had concerns about the timeliness of the school's support, most parents were extremely positive about the quality of the school's additional support for their children.

Pupils at Manorbrook develop into well-rounded young people with respect for others and their views. The curriculum gives them the skills they need to be successful in later life, and to stay healthy and keep themselves safe. Pupils value their experiences, such as the recent life-skills training and the key stage 2 fitness programme. Pupils describe how the school has helped their mental health and well-being.

Governors share leaders' vision for the school. They challenge, as well as support, school leaders. Staff value leaders' approachability. Leaders are mindful of staff's workload and well-being. Leaders' work is effective in improving attendance. Most pupils attend school regularly.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is central to the school's work. Regular training for staff and governors means they have up-to-date knowledge of safeguarding. Staff report concerns swiftly. Leaders work closely with outside agencies to keep pupils safe. They are not afraid to challenge to get the right outcomes for children. Staff are recruited safely.

Pupils feel safe in school. Parents firmly agree. Pupils readily name adults whom they can turn to if they have a worry or concern.

The curriculum gives pupils information to keep themselves safe, for example on how to have a healthy lifestyle, stay safe when online and report any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not finished identifying the essential knowledge they want pupils to know and remember. This makes it harder for pupils to build on their previous learning. Leaders should complete their work to identify the essential knowledge pupils must know in the remaining curriculum foundation subjects.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2013.

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	130978
Local authority	South Gloucestershire
Inspection number	10256751
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	202
Appropriate authority	The governing body
Chair of governing body	Adam Biddlestone
Headteacher	Darren Stanley
Website	www.manorbrook.org.uk
Date of previous inspection	29 June 2017, under section 8 of the Education Act 2005

Information about this school

- Manorbrook Primary School is smaller than the average-sized primary school. It is a maintained school in South Gloucestershire local authority.
- More pupils have an education, health and care plan than in most schools.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspector spoke with school leaders, members of the governing body and a representative of South Gloucestershire local authority.
- The inspector carried out deep dives in early reading, mathematics and history. During the deep dives, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.

- The inspector listened to some pupils from Year 1 to Year 3 reading aloud.
- The inspector observed pupils' behaviour around the school and in lessons. The inspector met with pupils to find out their views on learning and school life.
- The inspector considered how well the school keeps pupils safe. To gather this information, the inspector spoke to school leaders and governors and talked with some staff and pupils. The school's safeguarding documentation, including the single central record, was examined.
- The inspector considered the responses to the online survey, Ofsted Parent View, including the free-text comments. The inspector met with some parents at the start of the school day. The findings of the school's own annual parent survey were considered.

Inspection team

Sarah O'Donnell, lead inspector

Ofsted Inspector

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