

# Manor Wood School

139 Gatehouse Avenue, Bishopsworth, Bristol BS13 9AB

**Inspection date**

3 July 2025

**Overall outcome**

**The school is likely to meet all the independent school standards when it opens.**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1) to 2(2)(b), 2(2)(d) to 2(2)(f), 2(2)(h) to 2A(2) and 3 to 4*

- The proprietor has prepared an appropriate curriculum policy. It intends to deploy staff from its existing Outcomes First Group of schools at the proposed school. This will ensure that staff have the required skills, knowledge and expertise of the curriculum, which the proprietor has embedded in the other group of schools it operates. The staff's knowledge of the curriculum and expected standards will support new staff in implementing it as intended at Manor Wood School.
- The curriculum policy outlines the scope of pupils' learning across a broad range of subjects. This is underpinned by suitable schemes of work for each subject, which anticipate the special educational needs and/or disabilities (SEND) of the pupils who are likely to be admitted. The curriculum design is likely to enable pupils to secure new knowledge, skills and vocabulary.
- The school will assess pupils' abilities when they first join the school. This will include information from pupil education, health and care (EHC) plans and conversations with parents and carers. Pupils' performance will be reviewed regularly at Manor Wood School. This will inform EHC plan targets and ongoing adaptations to curriculum design and teaching.
- The proprietor intends to admit pupils who may have been absent from education for extended or repeated periods. The curriculum has been designed to support pupils in overcoming barriers to engagement. Education and therapy staff will work together to adapt the curriculum for each pupil, considering their needs and aspirations.
- Pupils at an early stage of learning to read will follow a phonics programme to help them catch up. The school will also consider the support needed for pupils who speak English as an additional language.
- The key stage 4 curriculum will allow pupils to gain vocational experience and appropriate qualifications. This will help these pupils prepare to transition to a post-16 placement.

- The school will provide pupils with impartial careers advice and guidance. Links with local businesses have already been made to help secure work experience placements for pupils. The careers programme will enable pupils to learn about employability skills and how to apply for future employment, education or training.
- Each subject curriculum identifies its contribution to pupils' spiritual, moral, social and cultural education. This demonstrates the proprietor's intention to actively promote fundamental British values and provide a personalised education for each pupil.
- The proprietor has published a written statement on the school's approach to relationships, sex and health education. This recognises the role of parents, including their right to consultation on the curriculum content and to withdraw their child from some aspects of the sex education curriculum. The school recognises it may need an individualised approach with some pupils to ensure the key messages are understood.
- The proprietor has firm plans for teachers' induction and their continuing professional development. If these plans are implemented well, teachers can effectively deliver the curriculum, manage behaviour and foster in pupils the ability to think and learn independently.
- The independent school standards (the standards) in this part are likely to be met.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *Paragraphs 5 to 5(d)(iii)*

- Developing strong working relationships between staff and pupils will be a priority at the proposed school. Staff will use suitable praise and rewards to build pupils' self-confidence and help them become more independent.
- Staff will teach pupils about right and wrong and model positive behaviours. Following an incident, staff will help pupils understand what happened and how they might respond differently next time.
- The personal, social, health, and economic education curriculum includes coverage of themes, such as physical and mental health, keeping safe and healthy relationships. Pupils will be encouraged to respect differences, including the range of protected characteristics.
- Pupils will be given opportunities to learn to appreciate different cultures and faiths. They will learn about festivals celebrated by various religions. They will also learn about the fundamental British values, such as democracy. Enrichment activities will be offered to all pupils to ensure they experience diverse social and cultural activities. For example, plans are in place to help pupils get involved in charity work and participate in activities in the local community.
- Teaching activities are designed to be balanced and not to promote partisan political views in any circumstances. Pupils will experience a balance of opposing and contrasting views. Pupils will be encouraged to practise the values fundamental to living in modern Britain.
- The standards in this part are likely to be met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraphs 6 to 7(b) and 9 to 16(b)*

- The proposed school's safeguarding policy reflects the latest statutory guidance and will be available online. Safeguarding leaders have completed the required enhanced level safeguarding training. They thoroughly understand their duties and will likely carry them out with rigour.
- All new staff will receive appropriate induction, safeguarding training and regular updates on areas, such as radicalisation and extremism, sexual exploitation, e-safety and issues pupils with SEND may face in their communities.
- The proprietor has appropriately detailed behaviour and anti-bullying policies in place. Any incidents of inappropriate behaviour will be recorded. The school intends to cross-reference these with other concerns to fully understand an individual pupil and respond quickly to any needs. The policies include appropriate and proportionate sanctions, as well as details of suspension and exclusion procedures. The policies recognise that the school will cater for pupils with SEND.
- The school's admission and attendance registers will capture all the required information. Appropriate codes will indicate when a pupil is absent and why. The school plans to support pupils in attending school regularly.
- Leaders will ensure that pupils are appropriately supervised through the suitable deployment of school staff. Staffing numbers will depend on pupils' needs and their individual risk assessments.
- The proprietor has a written health and safety policy, which is tailored to the school's premises. It complies with relevant laws. Regular fire safety checks of the premises are planned and will be logged electronically. The proprietor's central team will have access to these checks. The proprietor will ensure compliance with the Regulatory Reform (Fire Safety) Order 2005.
- The risk assessment policy includes information about various risk assessments, including those for the site, trips and visits and individual pupils. The policy outlines how to assess and evaluate risks, who is responsible for these processes and how often risk assessments should be reviewed.
- There is an appropriate first-aid policy in place. Before the school opens, all staff are expected to complete basic first aid and health and safety training, including writing and effectively implementing risk assessments.
- The standards in this part are likely to be met.

### Part 4. Suitability of staff, supply staff, and proprietors

#### *Paragraphs 18(2) to 18(2)(e), 18(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b) and 21(6)*

- The proprietor has a thorough understanding of all the required safer recruitment checks. The Outcomes First Group's central team is supporting the proposed school to recruit new staff. All the recruitment checks will be completed before any new staff member takes up their position. Evidence of the checks completed will be kept on file.

- The school does not intend to use the services of supply staff. However, leaders know the information required to confirm that a supply staff member is suitable.
- An electronic single central record will contain the necessary statutory information.
- The standards in this part are likely to be met.

## Part 5. Premises of and accommodation at schools

*Paragraphs 23(1) to 23(1)(c), 24(1) to 24(1)(b), 25 to 29(1)(b)*

- The proprietor has renovated and refurbished a former secondary school, which will house the proposed school. There are fourteen classrooms over two floors. Additional rooms have been created within the building to provide spaces for cooking, art, therapy sessions and small-group work.
- The accommodation is in excellent condition. The proprietor carefully considered the needs of the pupils when furnishing and resourcing these spaces. The ventilation, lighting and the acoustic conditions are suitable for the needs of pupils and staff. There are external lights to enable people to enter and leave the building safely.
- There are ample toilet facilities. They consist of single cubicles that can be locked individually from the inside. The toilets have an adequate supply of cold water. There is hot and cold water for washing. The temperature of the hot water does not present a risk of scalding. Staff and visitors can use separate accessible toilet facilities.
- A separate drinking water supply is available for pupils throughout the day.
- There are showers and changing facilities for pupils to use on each floor. These facilities are accessible to pupils with SEND.
- The medical room is well equipped to care for pupils who require first-aid treatment. The room has suitable washing facilities and there is a toilet nearby.
- The pupils will have access to a safe, large outdoor area. A multi-use games area will provide a suitable physical education (PE) lesson space. The hard-standing areas, play equipment and field will be an appropriate space for pupils to socialise and play in when not in lessons.
- A well-equipped kitchen will be used to provide hot lunches for pupils. Adequate storage spaces around the hall will enable staff to clear the dining hall to use it for other purposes, such as PE or drama.
- The standards in this part are likely to be met.

## Part 6. Provision of information

*Paragraphs 32(1) to 32(1)(d), 32(1)(f) to 32(2)(b)(i) and 32(2)(c) to 32(3)(g)*

- The proprietor is fully aware of the requirements of what the proposed school should publish on its website. When pupils join the school, a suitable range of information will be available for parents and pupils. A comprehensive range of policies are in place, including information on admissions, behaviour and safeguarding. All documents will be made available on request from the school and the school's website.

- The school intends to provide parents with termly and annual reports on pupils' progress and academic attainment. It will also report on pupils' personal development, emotional health and well-being.
- The proprietor knows that any inspection reports must be made available once they are released.
- The school knows it must provide information, when requested, about pupils who are wholly or partly funded by a local authority. It will work with local authorities to review pupils' EHC plans and the personal education plans for children looked after.
- The standards in this part are likely to be met.

#### Part 7. Manner in which complaints are handled

##### *Paragraphs 33 to 33(k)*

- The proposed school's complaints policy is appropriate. It outlines all the required stages. It includes appropriate timescales and information about storing and sharing written records. The detailed policy will be available on the school's website and on request. It ensures the transparency of the proprietor's intended complaints procedure.
- The standards in this part are likely to be met.

#### Part 8. Quality of leadership in and management of schools

##### *Paragraphs 34(1) to 34(1)(c)*

- The proprietor has considerable experience in opening and leading specialist educational provision for pupils with needs associated with autism and or social, emotional and mental health needs (SEMH). A capable executive team provides invaluable support and oversight of the proposed school's work. There is a shared understanding from leaders and staff already appointed about the vision and ethos for this school.
- The governance arrangements are well designed. Clear and tested systems are in place to check that the school will consistently meet the standards.
- The standards in this part are likely to be met.

#### Schedule 10 of the Equality Act 2010

- The proposed school's accessibility plan includes suitable actions to improve accessibility to the premises, curriculum and written information. It will be available on the school's website.
- This requirement is likely to be met.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

Unique reference number	151803
DfE registration number	801/6042
Inspection number	10396932

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Special School
School status	Independent special school
Proprietor	Acorn Care & Education Ltd
Chair	Richard Power
Headteacher	Mohammed Awan
Annual fees (day pupils)	£56,698 - £89,698
Telephone number	0117 3751350
Website	<a href="http://www.manorwoodschoo.co.uk">www.manorwoodschoo.co.uk</a>
Email address	<a href="mailto:admin@manorwoodschoo.co.uk">admin@manorwoodschoo.co.uk</a>
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	Not applicable	5 to 16	5 to 16
Number of pupils on the school roll	Not applicable	80	80

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	80
Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	80
Of which, number of pupils with an education, health and care plan	Not applicable	80
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	80



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	30
Number of part-time teaching staff	Not applicable	0

## Information about this proposed school

- Manor Wood School is operated by the Outcomes First Group.
- The proposed school will be based at 139 Gatehouse Avenue, Bishopsworth, Bristol BS13 9AB, in recently refurbished and repurposed accommodation.
- The school will cater for up to 80 pupils aged 5 to 16. Pupils will have SEMH needs, moderate and specific learning difficulties, including a diagnosis of autism. Most pupils are likely to have been away from formal education for a sustained period.
- All pupils will have an EHC plan and their places will be funded by a local authority.
- It is not intended that the school will use alternative provision.

## Information about this inspection

- The inspection was commissioned by the Department for Education (DfE) in response to the proprietor's application to open an independent school.
- This was the school's first pre-registration inspection.
- Meetings were held with representatives of the proprietor and governing body, the regional director, headteacher and other senior members of staff. The inspector also met with some newly appointed members of staff.
- Prior to the site visit, the inspector reviewed several documents provided to the DfE as part of the school's registration application.
- The inspector toured the school's premises and grounds with the regional director, headteacher, facilities manager and project manager. She held discussions with the regional director and headteacher throughout.
- The inspector reviewed a wide range of documentation, including the single central record, policies and curriculum and assessment information.

## Inspection team

Marie Thomas, lead inspector

His Majesty's Inspector

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