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Mr R Badley
The Headteacher
Mangotsfield School
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Dear Mr Badley

Ofsted monitoring of Grade 3 schools: monitoring inspection of Mangotsfield School

Thank you for the help which you and your staff gave when I inspected your school on 22 September 2011, for the time you gave to our telephone discussions and for the information which you provided before and during the inspection. Would you please pass my particular thanks to all of your students, but especially to the two groups my colleague and I met, to the Chair of the Governing Body and the school improvement adviser?

There are no significant contextual factors that affect the progress the school has made since the last inspection, although I note the changes in the school's senior leadership team.

As a result of the inspection on 25 and 26 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and in demonstrating a better capacity for sustained improvement. The school's self-evaluation, which we discussed during the inspection, is accurate and clearly identifies key priorities. It leads to incisive improvement plans focused well on the need to continue to improve the quality of teaching across the school.

There have been steady improvements in all aspects of students' achievement and marked improvements in some areas, for example in those making the expected progress in mathematics and the proportion gaining two good GCSEs in science.



There are clear improvements in the achievement of sixth form students. The school is on track to meet its challenging attainment targets. The school has comprehensive and rigorous procedures for monitoring students' progress against individual expectations, including for students in the sixth form. This enables timely and effective interventions to be made for those who are at risk of falling behind. The analysis of this monitoring enables the school to set clear targets for improving attainment. The accuracy of these targets was confirmed by the 2011 examination results.

The school has made good progress in improving the quality of planning and teaching. The proportion of lessons where learning and progress are good or better has increased significantly since the previous inspection. Lesson planning and teaching are focused well on providing appropriate levels of challenge for all students. The school undertakes frequent and systematic internal and external reviews of the quality of teaching with a clear focus on students' learning and progress. This is beginning to be linked well to the outcomes of monitoring students' progress. The analysis of lesson observations enables senior leaders to precisely and accurately identify aspects of teaching that need to be improved, for individual teachers and where there are trends within subject departments or across the school, and to provide high-quality support where required.

The school has made satisfactory progress in improving the quality and consistency of marking and feedback to students. While there is now good practice across the school, there is still too much inconsistency in quality. Senior leaders are fully aware of this, and of where improvements are needed. A range of well-considered developments are already in place. However, these are not fully embedded across the school.

Good progress has been made in improving the guidance for students entering the sixth form, as clearly indicated by improvements in students' achievements. There is greater clarity in setting challenging entry requirements. Students are given clear guidance about the courses available in the school and its post-16 partnership that will best suit their aspirations and give them a good chance of success. Excellent attention is given to each individual student with a sensitive balance being maintained between ensuring that students are successful and their wider personal development.

The governors are increasingly becoming involved in working directly with subject departments and undertaking observations of lessons. As a result, this gives them a much clearer understanding of how to improve the quality of teaching. Recent training in the analysis of attainment and achievement data will enable them to challenge the school's senior leaders and hold them to account.

The school has used its engineering and science specialism to provide a curriculum that is matched well to students' needs and aspirations and this has made a significant contribution to improving their motivation, enjoyment and achievement



Developing a wide range of specialism-related partnerships has enabled the school to become more outward looking and these partnerships benefit the whole school. Of particular note is the impact of work with partner primary schools on science, technology, engineering and mathematics (the STEM subjects) in preparing students well for these subjects when they enter Year 7.

Senior leaders accurately identify what is working well in the school and what needs to be improved. This enables them to clearly identify when and what external support is required. The local authority worked with the school to arrange a supportive partnership with another secondary school in the authority. The school has received highly effective support from its school improvement adviser.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

James Sage
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in May 2010.

- Ensure the planning and delivery of lessons keep students of all ability levels consistently engaged and stretched.
- Improve the quality and consistency of marking so that it gives students unequivocal guidance about the next steps in learning.
- Ensure that students entering the sixth form receive better guidance on how to select the most suitable courses that will enable them to achieve their full potential.

