

Mangotsfield School

Rodway Hill, Mangotsfield, Bristol, BS16 9LH

Inspection dates 10–11 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Achievement requires improvement because students are not doing as well as they should in English/English Language.
- The achievement of boys in English/English language and science is not as good as it should be.
- Some groups of disabled students and those with special educational needs are not making good enough progress.
- Teaching requires improvement because expectations are not high enough, particularly for higher-ability students.
- The quality and consistency of marking are variable and, in some subjects, are not good enough.
- Teaching needs to improve by providing students with meaningful feedback in lessons.
- Leadership and management require improvement because the quality of teaching is not consistently good. Monitoring of classroom teaching and performance management is not always effectively linked to achievement over time, nor does it ensure that weaknesses are addressed quickly enough.
- The senior leadership team has an accurate understanding of the school's effectiveness, but middle leaders do not apply school policies rigorously enough.
- The sixth form requires improvement because students do not consistently achieve as well as they could over time.

The school has the following strengths:

- Senior leaders have introduced a literacy programme which is leading to marked improvements in students' reading.
- There is some good and outstanding teaching in mathematics, languages and religious education.
- Sixth form students enjoy learning, have confidence in their teachers and are well-supported.
- Changes in senior and middle leadership in certain departments have seen a greater focus on raising achievement and a determined capacity to secure further improvements. Governors hold the school to account.
- Students behave well. They feel very safe, secure and happy in school.
- Safeguarding arrangements are excellent.

Information about this inspection

- Inspectors observed 40 lessons, of which 35 were class observations; five were learning walks and six were joint observations with senior leaders.
- In addition, a number of other lessons were visited to determine how well the needs of individual students are taken into account in lesson planning, and to look at the quality of marking and the help offered to ensure work can be improved.
- Meetings were held with five different groups of students, the Co-Chair and Vice-Chair of the Governing Body and a wide variety of staff, including senior and middle leaders.
- Inspectors also had a meeting with the local authority school improvement advisor.
- Inspectors took account of 39 responses to the online questionnaire (Parent View); 68 responses to the staff questionnaire were also reviewed and results collated.
- Inspectors scrutinised examples of students' past and present work and looked at various documents. These included the school's self-evaluation and development plans, information on students' academic progress and records relating to behaviour, attendance and safeguarding.

Inspection team

Sheila Crew, Lead inspector	Additional inspector
Peter Clifton	Additional inspector
Joseph Skivington	Additional inspector
Sean Thornton	Additional inspector
Andrew Baker	Additional inspector

Full report

Information about this school

- Mangotsfield School is a larger-than-average secondary school and is a specialist college in science and engineering.
- The school is part of the Kingswood partnership, which offers a broad sixth form provision. Some students attend lessons off-site at other schools in the partnership.
- The role of the Chair of Governors is now being shared by two Co-Chairs following the retirement of the previous Chair in October 2012.
- The proportion of students known to be eligible for the pupil premium is below average.
- The majority of students are of White British heritage, with only a small number being from minority ethnic backgrounds or speaking English as an additional language.
- The proportion of students at school action is below average. The number of students supported by school action plus or who have a statement of special educational needs is also below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Accelerate further the rate of students' achievement through increasing the proportion of good or better teaching by:
 - improving the quality of marking and use of information on students' progress more effectively to plan lessons which meet the needs of different groups, particularly enabling all students to make at least expected progress in English Language
 - checking more regularly during lessons to see how far students have fully understood concepts in order to raise expectations and enable them to make faster progress, especially, accelerating the rate of progress for all boys in English overall and science
 - lesson planning to meet the needs of all students, especially the most able and those with disabilities and special educational needs, is raised to that of the best, so that they meet challenging targets
 - improving the quality of teaching to that of the best, so that students are actively involved in lessons through constructive discussion and opportunities to learn by themselves.
- Strengthen the quality of leadership and managers by:
 - monitoring the implementation of school policies by middle leaders, so that all departments are as good as the best
 - ensuring senior leaders monitor more effectively the quality of teaching in order to raise achievement over time and address any weaknesses swiftly.

Inspection judgements

The achievement of students

requires improvement

- Students' attainment on entry to the school is broadly average. Achievement requires improvement because progress is not consistently good enough across the school.
- GCSE results show that attainment is close to average. There was a steady pattern of increase for the proportion of students achieving five or more A*–C grades including English and mathematics between 2009 and 2011. The results in 2012, including re-mark results, indicate that this proportion dropped and was below the national average overall although mathematics was significantly above the national average. The school's assessment records for this year's Year 11 students clearly indicate a demonstrable increase in the number of students on track to achieve their predicted grades in English. The school operates a policy of entering students early for GCSE mathematics.
- Boys do not consistently make sufficient progress in English/English language and science. Higher-ability students do not always make expected progress in several subjects.
- Whilst progress in English literature is good, the number of students making expected progress in English overall is just below average, as learning is not consistently good. Leaders are working rapidly to secure improvements in English overall, as illustrated through current school data on controlled assessment grades and improved mock examination results.
- Students' progress is too variable between subjects throughout the school. Progress in mathematics has improved rapidly and is now good, although further improvement could be achieved as too few higher-attaining students are achieving the top grades
- In the sixth form, progress is improving overall but there is not yet a consistency across all subjects. Students who attend off-site provision make expected progress. Pass rates at A2 and AS have improved in a number of subjects, including mathematics, science and psychology, over the past two years. In particular, there has been a noticeable improvement in pass rates at AS level. There is still a need for more rapid improvement as the number of students achieving the top grades is significantly below national figures, particularly at A2 in art, photography, business and media studies, and the majority of students are making expected rather than good progress.
- The achievement of students with disabilities or special educational needs is variable:
 - those with behaviour, emotional or social issues are making good progress and some are making better-than-expected progress.
 - students who have special educational needs with dyslexia are not as well provided for and there is still work to be done to embed provision for these students, to ensure that support meets their individual stages of development.
- Pupil premium funding has been used to provide effective support for vulnerable students and initiatives to improve boys' achievement through programmes such as 'Accelerated reading' and the 'Unit of Sound system' to help improve reading. When taking into account the number of students achieving five A*–C and five A*–G at GCSE, students entitled to free school meals have narrowed the gap in achievement over the last two years as evidenced by their average points scores (APS) when compared to other students in the school.
- The literacy programme is a top priority and there is emerging evidence that it is improving students' reading confidence; boys' reading and writing are improving steadily.

The quality of teaching

requires improvement

- Teaching in a number of subjects is not yet consistently good, with too little being outstanding. In some lessons teachers are not effective in deepening students' understanding of concepts, the standard of questioning is variable and understanding is not checked frequently.
- Marking is not consistent enough. The quality of teachers' feedback and marking is too variable.

In lessons, opportunities are missed to provide guidance that supports students' learning.

- The number of higher-ability students achieving A* or A grades at GCSE is not yet high enough. Teachers do not ensure that they use information on students' progress to plan lessons which have varied targets to challenge the most able.
- In the sixth form, the quality of teaching observed was good, although over time teaching requires improvement because the incidence of good teaching is not yet impacting significantly on examination results. The strengths of sixth form teaching include good questioning, opportunities for collaborative learning and good relationships. In the majority of lessons, work is assessed regularly and students are provided with good advice on how to improve. For example, in a Year 13 geography lesson, students contributed confidently during discussion and responded enthusiastically to the teacher's challenge, which was presented through a range of activities that focused on different learning styles and the development of students' independent research skills. This good practice is not uniform across the school.
- Although there is not enough consistently good teaching that results in good achievement in all subjects and year groups, there is some good teaching in most subjects and there is also some outstanding teaching; for example, in a Year 9 science lesson, an effective range of strategies were used to engage all students which enhanced their learning about neurones and memory.
- In some lessons, teachers encourage students to think for themselves and support them with effective practice. This was seen in a Year 11 information and communication technology (ICT) lesson where the teacher made very good use of an online assessment system which gave students ongoing feedback to which they respond regularly. One student explained how the work is challenging, and understands what to do to work towards distinction.
- In the lessons where improvement is needed, expectations are not high enough, tasks are not varied and there is a tendency for teachers to talk for too long.
- Students are not given enough time to think or work by themselves and there are missed opportunities for exploring ideas in depth.
- The literacy programme provides evidence that reading is being promoted in English and in some tutorials, but there is more to be done to strengthen reading habits and to explore the meaning behind texts.
- Student support through the 'Plan for learning' system provides additional information for pastoral staff to put in place interventions which support individual students. There is a good care base which means that the link between pastoral and academic staff is strong.

The behaviour and safety of pupils are good

- Students have a clear understanding of the behaviour management system and the school's expectations of them.
- Students are generally punctual to lessons. They are polite, respectful and courteous. Students demonstrate good behaviour in lessons and around the school and are willing to learn.
- Students' attitudes are generally good, although there was the odd occasion where low-level disruption was evident. In some lessons, student behaviour was good despite uninspiring teaching. Where this is not the case, behaviour was less than good because students were not sufficiently stimulated in lessons and their learning was passive.
- Attendance is above average in the main school.
- There has been a sharp decline in the number of days lost through exclusions because the strategies implemented by the school have been very effective over the past two years, particularly for those students eligible for the pupil premium.
- Bullying is rare and incidents are quickly and effectively dealt with. Students informed inspectors that they believe the anti-bullying programme to be working because they have confidence in

the 'bully box' and the prefect mentoring systems. Students feel safe in school and feel that they have a voice that is listened to.

- Parent View responses indicate that the vast majority believe that behaviour is good and that their children are safe.
- Staff questionnaires indicate that most teachers believe behaviour to be good, with some reservations from teaching support staff, who emphasise the importance of consistency in the way school policies are applied.
- Students in the sixth form comment on the good ethos in terms of learning and of mutual support, particularly for students from other centres. They are positive and argue that behaviour in the school has improved in recent years as a consequence of clarity of expectations and systems, and that bullying is dealt with effectively on the few occasions it happens.
- Good use is made of rewards and sanctions, with evidence of an improved picture as a result of effective use of the school's behaviour management system.
- Behaviour in off-site provision is good, with sixth formers praising the integration of students from different centres, who appreciate the levels of inclusion.

The leadership and management

require improvement

- The headteacher has put in place a number of initiatives since the last inspection to improve the school. He has restructured the senior leadership team in order to keep the school's key focus on improving achievement. In some subject areas, achievement has not improved rapidly enough and these approaches have not led to achievement being better than in line with national expectations throughout the school.
- There is a determination to move the school forward at a faster rate. Evidence of improvements in teaching and achievement in certain faculties, the successful literacy programme, improvements in behaviour and a commitment to building on the best practice all demonstrate a capacity for improvement.
- As part of performance management and appraisal, senior leaders carry out systematic lesson observations and records show that they hold teachers to account, particularly those teachers deemed to require improvement. However, the performance appraisal process does not take sufficient account of student achievement over time and is too cumbersome for staff and members of the governing body to understand and use easily to drive improvements in the school.
- In addition to performance management observations, senior leaders carry out additional lesson observations on a regular basis. Leaders provide teachers with detailed feedback but identified weaknesses, such as too much teacher-talk, are not always followed up rigorously enough to ensure more rapid improvements.
- Strength in middle leadership has led to improved performance in some subject areas, such as mathematics, modern languages and humanities, with consequent marked improvement in student achievement. However, there are certain policies and initiatives that are not implemented uniformly by middle leaders, across departments, to ensure that good progress is more consistent. For example, the headteacher and senior leaders have recently put in place an assessment initiative called 'Triple Impact marking', which has not yet had the hoped-for results because it has not been consistently applied. Year 11 students in English reported that they had no clear idea of how to improve their work to achieve their predicted grades.
- The local authority is closely involved with this school through the school improvement advisor, who has challenged them to put in place more robust leadership in English and to increase the pace of change.
- Changes to the senior leadership team have led to improved support for leadership in the sixth form, where leaders have clear strategies for tracking student performance and for holding

teachers to account. Good-quality action plans are in place, although the impact of these plans has yet to be reflected fully in students' achievement.

- The curriculum provides adequately for students' needs. Changes in the sixth form curriculum to provide courses appropriate for less able students are not yet having an effect on the retention rate in sixth form, which is below the national average. However, there is a clear strategy which is effective in providing for the needs of students by expanding the range of subjects available and for supporting the Kingswood partnership delivery of post-16 courses. Advice to Year 11 students on sixth form choices has improved since the last inspection and effective guidance is provided.
- There is a good provision for students' social, moral, cultural and spiritual development and the school promotes a very clear moral vision, with students demonstrating a good understanding of right and wrong. In almost all subject areas, there are opportunities for sharing and developing ideas and skills.
- The school is committed to providing equality of opportunity and recognises that there is still work to be done. Discrimination, in any form, is tackled robustly.

■ **The governance of the school:**

- Governor minutes from meetings and discussions with governors clearly indicate that they have challenged the school leadership with regard to the accuracy of predictions for achievement, examination results, the quality of teaching and attendance. Governors have a secure understanding of how well the school is performing when compared to all schools nationally. Governors have a firm and efficient grasp of the financial budget and they hold the headteacher to account regarding pay progression. They have a clear understanding of the links with performance management, although the appraisal system is rather cumbersome and not easy for governors to interrogate. The local authority school improvement advisor has liaised with the governors and provided training, for example on data analysis, and governors have been actively involved in lesson observations. Governors ensure that pupil premium funding is well managed and are developing an increasing awareness of how to evaluate its impact on student achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109320
Local authority	South Gloucestershire
Inspection number	401047

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Maintained
Age range of students	11–18
Gender of student	Mixed
Gender of students in the sixth form	Mixed
Number of students on the school roll	1,324
Of which, number on roll in sixth form	156
Appropriate authority	The governing body
Co-Chairs	Hester Rogers and Keith Greenfield
Headteacher	Richard Badley
Date of previous school inspection	25–26 May 2010
Telephone number	01454 862700
Fax number	01454 862701
Email address	head@mangotsfieldschool.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

