

# Mangotsfield School

Rodway Hill, Bristol, BS16 9LH

**Inspection dates** 08 – 09 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Students do not achieve as well as they could, particularly in the sixth form and in English.
- Not enough of those students who arrive with average attainment make good progress from their starting points.
- Teaching requires improvement because it is not having a strong enough impact on students' progress, including for disabled students and those who have special educational needs.
- The sixth form requires improvement. Academic standards and progress are improving, but are still below national averages. Too many students leave the sixth form at the end of Year12.
- Leadership requires improvement because leaders have not secured consistently good teaching. They have not ensured enough students stay on to the end of the sixth form.
- The gap between the attainment of disadvantaged students and others in the school and others nationally is not closing quickly enough at Key Stage 4.
- Teachers do not always have high enough expectations of students' progress. Students are not clear in all their subjects what they need to do to improve further.

### The school has the following strengths

- Since the previous inspection, school leaders have raised standards so that they are now in line with those found nationally. This includes the most able students.
- Governors know the school's strengths and areas for development. They have played an important part in rewarding good teaching and tackling underperformance.
- The initial impact of new leaders in key subjects demonstrates the school has further capacity to improve. They have improved the quality of teaching by ensuring staff are more accountable for the progress of their students.
- The quality of teaching over time in modern foreign languages is particularly strong and students' achievement is above the national average in this subject.
- Students' behaviour is good and contributes to their positive attitudes to learning. The school is a safe place and students show a sense of pride in being a part of it.
- The school's promotion of students' spiritual, moral, social and cultural development prepares them well for life in modern Britain.

## Information about this inspection

- Inspectors observed students’ learning in 48 lessons across the school, including in the sixth form. Eleven of these were observed jointly with the headteacher or senior leaders. In addition, the inspection team looked at students’ work in their books and folders.
- As well as conversations in lessons and at social times during the inspection, discussions were held with four groups of students about the quality of their educational experience and the standard of behaviour in the school.
- The inspectors also held meetings with senior leaders, members of the governing body, a representative of the local authority and the Chief Executive of the Castle School Education Trust.
- Inspectors took account of the 62 responses to the online questionnaire Parent View and considered the 71 responses to a staff questionnaire.
- The inspection team examined: the school’s own information on students’ recent and current progress; the school’s evaluation of how well it is doing and its records of the monitoring of the quality of teaching; records relating to behaviour and attendance; documents resulting from monitoring visits to the school by Ofsted following its previous inspection; and documents relating to safeguarding.

## Inspection team

Richard Boswell, Lead inspector	Additional Inspector
Michael O’Sullivan	Additional Inspector
Patrick Hazlewood	Additional Inspector
John Cavill	Additional Inspector
Julia Chapman	Additional Inspector

## Full report

### Information about this school

- Mangotsfield School is larger than the average-sized secondary school. In order to provide a wider range of sixth form subjects to its students, it has a sixth form collaboration for the current Year 13 with The Kingswood Partnership. Year 12 have a new collaboration with Downend School.
- The very large majority of students are from White British backgrounds.
- Less than one fifth of students are disadvantaged and supported through the pupil premium (which provides additional funding for students in local authority care and those who are eligible for free school meals). This proportion is below the national average.
- The proportion of disabled pupils and those who have special educational needs, at around one tenth, is below average.
- The school has received support from two National Leaders of Education: the Chief Executive of the Castle School Education Trust and, through the local authority, the headteacher of Clevedon School.
- There have been a large number of changes in staffing since the previous inspection.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- A small number of students go off site to attend courses, both full and part time, through the City of Bristol College and the South Gloucestershire 'Educated Other Than At School' service.
- The school is currently in the process of applying to convert to academy status as a member of the Castle School Education Trust.

### What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently at least good and so improve students' achievement by ensuring that all teachers:
  - have high expectations of what their students can achieve, including those who enter the school with attainment that is broadly average, disabled students and those with special educational needs
  - improve the rate of students' progress by rigorously checking that they are clear about what they have to do to improve their work
  - use a range of activities to stimulate students' interest, particularly in English in Key Stage 3.
- Improve the effectiveness of leadership and management by ensuring that:
  - sixth form leaders are focused on improving the academic achievement of students in Year 12 and so increase the proportion of students staying on throughout the sixth form
  - strategies for closing the gap between the attainment of disadvantaged students and others in the school and nationally are implemented as effectively in Key Stage 4 as they are lower down the school.

## Inspection judgements

### The leadership and management

### require improvement

- Leadership and management require improvement because generally well-directed actions taken since the previous inspection have not yet been completely effective in improving the quality of education. This is particularly the case for middle achieving students.
- The headteacher and two deputy headteachers provide strong leadership and their vision for the school is shared by other leaders and staff and largely by students and parents. School leaders are effectively communicating to staff that good progress is the minimum expectation and this is resulting in improving teaching and achievement. School leaders recognise in their own evaluation of the school's performance, however, that achievement still requires improvement.
- The school has taken steps to improve leadership in key subjects. The actions of new leaders, for example in mathematics and science, while they are only beginning to have an impact, are now improving the progress of students including the most able. Subject leaders in have undertaken comprehensive reviews of their subject areas. The school has conducted a detailed analysis of the use of the pupil premium funding and is now identifying more effective strategies and actions to improve students' progress. While the school has a commitment to equality of opportunity and tackling discrimination, these actions have yet to show a strong impact in narrowing the gap for disadvantaged students in Key Stage 4.
- Disabled students and those who have special educational needs receive appropriate levels of individual care and support. However, school leaders have given less focus to their academic achievement. As a result, since the previous inspection, they have not made as good progress as they could.
- While sixth form students say they feel well supported, until recently the leadership of the sixth form has not been fully integrated into the school's academic planning. Leaders recognise that retention and achievement in the sixth form still require improvement. One of the new co-Chairs of the Governing Body now has a direct responsibility for this key stage.
- School leaders quickly responded to areas requiring improvement that were identified in the previous inspection and are aware of the school's strengths and weaknesses. They have introduced more rigorous systems of accountability and a comprehensive programme of training for teachers and this has improved the quality of teaching. However, these improvements have yet to show a strong impact in improving students' achievement in all subjects.
- The school's work to promote the spiritual, moral, social and cultural development of students is good. These areas are addressed in many aspects of the school curriculum, most notably through assemblies, religious education and a well-planned programme of personal, social and health education. High quality and independent advice about careers and further education is introduced and developed from Year 7 onwards. This leads to students making well-informed choices about university courses, training and employment. While sixth form students choose courses for which they are well matched, not enough achieve the expected standard at the end of Year 12. Students are knowledgeable about the diversity of life in modern Britain and, for example, are given opportunities to broaden their experience of different faiths and cultures through educational visits.
- The school has introduced more detailed and rigorous procedures for tracking the progress of students and this information is regularly reported to parents. While the school is aware of the national changes to assessment, it is in the early stages of developing its preferred approach to assessment.
- Arrangements for safeguarding meet statutory requirements and staff are well trained and knowledgeable about potential risks for students.
- The school offers a broad and balanced range of subjects that is flexible enough to interest students and enhance their skills. This includes a range of work-related courses, in the main school and in the sixth form, both on site and with other providers. The school is rigorous in its monitoring of the progress, attendance and behaviour of any students who receive their education off site, either on a full- or part-time basis.
- The headteacher and senior leaders have made good use of effective advice and guidance from the local authority following the previous inspection. They have also worked with National Leaders of Education from Clevedon School and the Castle School Education Trust.
- **The governance of the school:**
  - Governors know the school well and are clear about its strengths and areas for improvement. As a result governance is good. They have reacted swiftly and positively to recommendations arising from the previous inspection. Governors have a good understanding of the quality of teaching in the school and have received training in the analysis of information about students' achievement. They are clear about the links between pay and performance and are keen to reward good teaching and are unafraid

- to tackle any underperformance. Governors meet their statutory duties with regards to safeguarding.
- School records show that the governing body has offered increased levels of both support and challenge to the headteacher and senior leaders in recent years. Senior leaders have actively promoted greater challenge from the governing body. This has contributed to improved achievement since the previous inspection. Governors have been instrumental in forging new partnerships and always consider what is in the best interests of current and future students. The governing body ensures that the school promotes tolerance and equality of opportunity and that all students are well prepared for life in modern Britain.
  - Governors keep a careful check on finances and are aware of how the pupil premium and Year 7 catch-up funding are being spent and the impact for eligible students. They have assessed their own skills and have a good mix of expertise and experience. Governors are familiar with the school's current systems for assessment although they have yet to explore other alternative approaches in depth. They make themselves available to parents at school meetings and through the school website.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of students is good. Students' attitudes to learning are positive and they say they enjoy their lessons.
- Students have a sense of pride in their school that is evident in their appearance and their respect for the school environment. The vast majority of parents, staff and governors agree that students' behaviour is good in and around school.
- There are strong working relationships between teachers and their students and any low-level disruption in lessons is rare. Students are clear about the school's expectations for good behaviour and sanctions for not meeting these. Students of all ages find the school's system of rewards helps to motivate them in their work and their behaviour outside of lessons.
- School records and conversations with students indicate that bullying is not tolerated in the school. Students appreciate the swift action the school takes to prevent all forms of bullying, including on the internet.
- Students themselves contribute to a school culture of mutual respect and tolerance. Older students, including those in the sixth form, take responsibilities as mentors and sports leaders. This has an impact on students' spiritual, moral, social and cultural development and helps to prepare them for life beyond school.
- Overall attendance is in line with the national average and improving. Students are punctual in arriving at school and to lessons.
- The school works hard with outside agencies to reduce the rate of persistent absences and fixed-period and permanent exclusions. A small number of students attend provision off the school site on a full-time basis. The attendance and well-being of these students are closely monitored by the school and are good.
- While students settle down to work quickly in lessons and are willing to answer teachers' questions, they are not always confident in speaking out and sharing a love of learning with their peers.

### Safety

- The school's work to keep students safe and secure is good.
- Students of all ages say they feel safe at school. There is appropriate supervision at break times and students show respect for each other as they move around the school.
- Keeping pupils safe is the highest school priority and there are rigorous checks on safety in school and in any alternative provision. Appropriate assessments of risk are made for activities both within and outside of school.
- There are robust procedures for ensuring that visitors to the school are suitable and are checked and monitored as appropriate, for example external speakers at school assemblies.
- The school does not tolerate any discriminatory or derogatory language. Students are clear that, for example, racist or homophobic language is unacceptable and they themselves would not tolerate it. The school ensures students are aware of the dangers of extremist language and behaviour. For example, during the inspection students debated free speech and terrorism, prompted by very recent international events.
- Students are given opportunities in lessons and in activities to respond to and calculate risk, for example in physical education.

- In discussions and questionnaires, parents, staff and governors are clear that students are safe at school and learn to be aware of their own safety.

### The quality of teaching

### requires improvement

- Teaching requires improvement because, although improving, not enough teaching leads to students making good or better progress over time, including in the sixth form.
- Since the previous inspection, the quality of teaching in English has not produced outcomes in line with national averages for a sizeable group of students. In 2014 these students were entered for a different examination to other students and were less successful. However, the teaching of mathematics has led to improved outcomes and evidence in students' books shows that there have been recent improvements in the teaching of English. While students in Key Stage 4 now regularly show lively and engaged responses to activities in English, this is less frequently the case in Key Stage 3.
- Expectations are not always high enough for all groups of students, particularly disadvantaged students, middle attaining students and disabled students or those who have special educational needs. This has led to these students not making the expected progress.
- Teachers regularly assess their students' progress and this has become more accurate and rigorous since the previous inspection. This is sometimes achieved through skilful questioning in the classroom that leads to students thinking more deeply about concepts and issues. Marking of work has clearly improved since the previous inspection and some gives very clear guidance. However, some students are still unclear about what they need to do to improve and are not always given the opportunity to make corrections to their work.
- The quality of teaching over time in modern foreign languages is particularly strong and students are enthusiastic about their language learning.
- Since the previous inspection there has been a greater level of challenge for the most able students throughout the school, including in the sixth form. Teachers regularly set alternative work for these students that they find stimulating and engaging. This has led to improved progress for the most able students.
- Relationships between staff and students are mostly strong and supportive and students show positive attitudes to their learning. Students appreciate the additional time that their teachers will give them if they fall behind with their work.
- The quality of teaching of any students in Key Stages 3 and 4 who are educated off the school site is good and is regularly evaluated for the impact it is having on students' progress.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because students who enter the school with broadly average attainment are not making sufficiently good progress to achieve standards above the national average by the end of Key Stage 4. This is also the case for students entering the sixth form and not making good progress by the end of Key Stage 5.
- While the progress and attainment of students in mathematics have remained in line with national averages in the last two years, achievement in English has fallen to the bottom two fifths of schools. In 2014 this was as a result of a sizeable group of students being entered for a particular course in English in which many were not successful. Those students who were entered for a different course achieved well.
- The proportion of students leaving Year 11 with five or more good GCSE passes, including in English and mathematics, has increased since the previous inspection and is now in line with that found nationally. This is as a result of actions taken by senior leaders to improve the quality of teaching. Recent changes in staffing and subject leadership have yet to result in further improved outcomes for students.
- In recent years, the progress made by disabled students and those who have special educational needs, from their different starting points, has not been strong enough. The school's records of the progress of current students suggest that this is now showing steady improvement.
- The school's wide range of strategies for additional support through the pupil premium funding have begun to close the gaps in attainment at Key Stage 3 between disadvantaged students and others in the school. However, at Key Stage 4 gaps have widened in recent years. In 2014, the gaps between these students and other students in both the school and nationally, in English and mathematics, widened by about half a grade to around one and a half grades at GCSE. The progress of disadvantaged students is improving but still lags behind that of their peers.

- The achievement of the most able students in English and mathematics has improved since the previous inspection. The proportion making expected and more than expected progress in mathematics is now above the national average. In English the proportion of these students making expected progress is in line with national averages but fewer students make more than expected progress. The school has not operated a general early entry policy in recent years. More of the most able students now attain the highest grades in a wider range of subjects. The small number of these students in the sixth form achieve well.
- The small numbers of students who attend courses off the school site through the sixth form collaborations and through City of Bristol College make similar progress to other students. The number of students who attend the Education Other Than At School service is too few to report on without risk of identifying them.
- The Year 7 catch-up premium has been well used to fund small group sessions in literacy and numeracy. The school's work in promoting literacy is further enhanced by the work of a school librarian and a well-qualified and effective literacy co-ordinator. While school records show that targeted students are making better progress in literacy, the headteacher acknowledges that key elements of the strategy have yet to be fully implemented.

### **The sixth form provision** requires improvement

- Although the achievement of students in the sixth form has improved each year since the previous inspection, too many do not make good progress from their starting points. They leave the sixth form with standards that are below the national average.
- While there is evidence of standards improving and the school is achieving the national minimum threshold, improvement has yet to be consistent and sustained.
- The school sets challenging targets for students, particularly the most able. The school is reviewing some of its requirements for entry, for example in mathematics. Too many students, around one quarter, start the sixth form on courses to which they are well matched but do not stay on for the second year. This is because some students are not reaching the expected standards at the end of Year 12. Others make independent choices to take up apprenticeships or employment at this point.
- Until recently leadership of this key stage has not been sufficiently focused on academic achievement. However, the quality of teaching in the sixth form is now improving strongly and students benefit from small group sizes, resulting in more individual attention. This is leading to improved achievement.
- Teachers provide challenging tasks for the most able and all groups of students show an active interest in their work. They are encouraged increasingly to work without assistance. For example, students working on extended projects spoke about their enthusiasm for their chosen subjects and demonstrated good research skills. Students in the sixth form show good attitudes to their learning through good attendance, being punctual for lessons and meeting the deadlines for work that is set.
- Disabled students and those who have special educational needs and the increasing number of disadvantaged students in the sixth form make similar progress to their peers.
- Students are very positive about their experience of life in the sixth form. They have a range of opportunities to show leadership and to assist with helping younger students with their work and to act as role models, for example in school sports.
- Students are appreciative of the high quality of guidance available for careers and higher education. They feel well prepared for life beyond school and demonstrate a mature and knowledgeable approach to keeping themselves and others safe, including on the internet.
- While the collaboration with the Kingswood Partnership has provided a wider range of subjects to Year 13 students, new arrangements with Downend School for Year 12 match with the school's drive for greater academic excellence.

## 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

<b>Unique reference number</b>	109320
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	453510

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,236
<b>Of which, number on roll in sixth form</b>	120
<b>Appropriate authority</b>	The governing body
<b>Co-Chairs</b>	Keith Greenfield and Richard Iles
<b>Headteacher</b>	Richard Badley
<b>Date of previous school inspection</b>	10–11 January 2013
<b>Telephone number</b>	01454 862700
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