



Mangotsfield School

Inspection Report

Unique Reference Number 109320
Local Authority South Gloucestershire
Inspection number 288354
Inspection dates 14–15 February 2007
Reporting inspector Ian Stuart

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

Type of school	Comprehensive	School address	Rodway Hill
School category	Community		Mangotsfield
Age range of pupils	11–18		Bristol BS16 9LH
Gender of pupils	Mixed	Telephone number	01454 862700
Number on roll (school)	1224	Fax number	01454 862701
Number on roll (6th form)	126		
Appropriate authority	The governing body	Chair	Omar Beg
		Headteacher	Richard Andrew Badley
Date of previous school inspection	1 February 2003		

Age group	Inspection dates	Inspection number
11–18	14–15 February 2007	288354

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Introduction

The inspection was carried out by five Additional Inspectors.

Description of the school

Mangotsfield School is a large comprehensive school. It became an engineering and science college in 2004. Students come from a range of circumstances reflecting the mixed nature of the area. The proportion of students eligible for free school meals is below average whilst the proportion with learning difficulties and disabilities is broadly average. Very few students are from minority ethnic groups. The present headteacher took up his post in April 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Mangotsfield School is providing a satisfactory education for its students. It has many good features but recent achievement in Years 10 and 11 has not been good enough. Because of students' better progress in Years 7 to 9 over recent years, their overall achievement has been satisfactory. But the school has not built on the successes of Years 7 to 9 sufficiently well. The variation in achievement between these years and Years 10 and 11 was noted in the previous inspection report and has persisted. However, the reasons for underachievement in Years 10 and 11 have now been accurately identified and strategies put in place to tackle the problems. Achievement remains satisfactory at present but is improving. Along with further improvements in Years 7 to 9, there is substantial evidence that the school is well placed to produce steadily improving results over the next few years. This good capacity for improvement reflects the school's perceptive and accurate self-evaluation. The school knows itself well and is able to plan its future development with confidence within a coherent school development plan and using the benefits of its specialist status. The headteacher, governors and senior leaders are setting a very clear direction for the school that is sharply focused on raising achievement. As leadership and management across all areas are of more variable quality, they are satisfactory overall. However, there is a firm determination within the school community as a whole to tackle weaker areas and take the school forward. The curriculum is satisfactory, with good features. Again, senior leaders have a clear understanding of where further development is needed. Teaching and learning are satisfactory but much is good and some is outstanding. A major task for the school is to bring all teaching up to the standard of the best. Most lessons are well planned but not all sufficiently challenge different groups within the class to reach their full potential. Students are not always actively engaged in their learning in ways that meet all their needs. A key element in taking students' learning forward is raising their expectations through more effective use by teachers of the extensive assessment information that is now available to all of them. This is done well in Years 7 to 9, but not so well in all subjects in Years 10 and 11. Students' personal development and well-being are good. Most students behave well, enjoy their education and value the opportunities open to them. They appreciate the good relationships they enjoy with their teachers and each other. The care, guidance and support they receive are satisfactory. Students' care and welfare are particular strengths, although guidance that supports their academic progress is not yet as fully effective. Concerns raised by parents in their questionnaire have been brought to the headteacher's attention. But a very large majority of parents who returned the questionnaire are very supportive of the school.

Effectiveness and efficiency of the sixth form

Grade: 3

The sixth form is satisfactory and is soundly led and managed. It has many good features, with a strongly inclusive ethos and a high retention rate. It provides a wide range of post-16 courses through close co-operation within the Kingswood Partnership.

Standards are average and students achieve satisfactorily. The quality of teaching and learning is satisfactory and independent learning is supported by effective coaching. Students enjoy their sixth form experiences and make many positive contributions to school life, notably through the active sixth form council. Their personal development is good and they value the help they are given. They also value the good support they receive with their induction into the sixth form and when they make decisions about their future careers in education, training or employment.

What the school should do to improve further

- Raise expectations and achievement of all groups of students in Years 10 and 11 by making more effective use of the assessment information that is available to all teachers.
- Improve the quality of teaching to that of the best that already exists, particularly by encouraging active learning that challenges and involves all students in the class.

Achievement and standards

Grade: 3

Grade for sixth form: 3

Present standards in Year 11 are average. This represents satisfactory achievement from average standards on entry. However, in the last few years, there have been marked variations in students' progress from one year to another and between Years 7 to 9 and Years 10 and 11. Better achievement in Years 7 to 9 than in Years 10 and 11 was commented on in the previous report and the school has not adequately addressed this variation until recently. The good progress in Years 7 to 9 of the year group who took GCSEs in 2005 was not maintained in Years 10 and 11 so overall achievement was only satisfactory. Several students who took GCSEs in 2006 performed poorly. They made satisfactory progress in Years 7 to 9 and inadequate progress in Years 10 and 11. There is convincing evidence from the school's now-thorough tracking systems that achievement in Years 7 to 9 has improved and is good, particularly in the core subjects of English, mathematics and science. The causes of underachievement in Years 10 and 11 have been clearly identified. Strategies are in place to address the problems. For example, steps have been taken to support students struggling to meet coursework deadlines. There is a strong thrust to extend the existing good practice, firmly established in Years 7 to 9 and in some subjects in all year groups, of using assessment information to support learning across all subjects. It is too early for these strategies to be seen in results but present achievement in Years 10 and 11 is at least satisfactory and good in some areas. Most sixth form students are reaching the standards that would be expected from their starting points. Achievement is satisfactory and is good for many students because of the good help they receive from their teachers and the support structures of the Kingswood Partnership.

Personal development and well-being

Grade: 2

Grade for sixth form: 2

Students' good personal development and well-being are reflected in the positive relationships they enjoy with adults and with each other. Behaviour in lessons and around the school is usually good and exclusion rates are low. The vast majority of students say that incidents of bullying are dealt with effectively. Students are proud of their school, with good attitudes which improve as they progress through the school. Students' spiritual, moral, social and cultural development is satisfactory, with many strong features. Students have a clear understanding of right and wrong and work well in pairs and groups, although, except in the sixth form, there are relatively few opportunities for them to develop their skills in working independently. Attendance is good and above the national average because most students enjoy school and because the school swiftly follows up any dips in attendance. Students understand the importance of a healthy lifestyle. However, only some of them choose to take up the healthy options in the dining hall whilst others make less healthy choices. They know how to keep themselves safe and this was demonstrated during a calm and orderly emergency evacuation of the school during the inspection. Students make a satisfactory contribution to the community. Members of the school council endeavour to make improvements to school life and students are keen to raise money for charity. But many seem content with the status quo and are less keen to take the initiative. However, they are well prepared for life after school. Their basic skills in literacy and numeracy are sound and skills in information and communication technology (ICT) are much improved since the last inspection. Work experience, work-related learning and programmes such as Young Enterprise enable students to gain valuable insights into the world of work.

Quality of provision

Teaching and learning

Grade: 3

Grade for sixth form: 3

There is much good and some outstanding teaching that engages students' attention and leads to deeper learning. This was very well demonstrated in an outstandingly vibrant and fast-moving Year 11 English lesson. Skilled questioning and challenging active learning in pairs and groups with varied and interesting learning techniques evoked lively responses and encouraged articulate writing and speaking. Learning was progressive and fun, with students pushed to their limits. The school is working in earnest to improve the quality of teaching and learning. As a result, sound planning and logical structures are found in most lessons. However, not all lessons encourage students to take responsibility for their own learning in ways that develop their independent learning skills. This means that lessons do not always challenge students sufficiently, particularly if the pace of learning is slow. As a result, students' attention

can wander and time is taken away from teaching to manage behaviour. A key factor that distinguishes better lessons from others is the use teachers make of assessment information to plan how best to meet the needs of different students in the class. Where this is done well, learning is usually good for everyone in the class. The use of assessment information in a methodical way has been better in Years 7 to 9 and in the sixth form than in Years 10 and 11. This is a major reason in explaining why overall achievement has been weaker in Years 10 and 11. Over the last year, more effective systems for tracking and identifying students who are underachieving have been introduced. New interventions programmes are beginning to have a positive impact on students' learning in Years 10 and 11.

Curriculum and other activities

Grade: 3

Grade for sixth form: 2

The curriculum has a number of good features. The school makes good use of its specialist status in engineering and science to enhance the curriculum by, for example, ensuring that all students follow design and technology courses from Year 7 through to Year 11. There is sound provision for the basic skills of literacy and numeracy and ICT. But a significant number of split classes, particularly in Year 7, affect the coherence of the curriculum for many. In Years 10 and 11 the school offers a satisfactory element of choice to meet students' aspirations, but the mix between academic and vocational courses is not yet sufficiently flexible to meet successfully all needs, and some students have insufficient time for physical education. A number of students benefit from the opportunity to follow courses such as integrated studies or 'work2learn'. These successfully combine a school-based curriculum with college and extended work experience placements. The sixth form curriculum is good as a result of the school's active participation in the Kingswood Partnership, which provides students with a comprehensive series of pathways to further education at a number of academic levels. Students across the school appreciate the good range of school clubs and activities. These, together with an extensive programme of trips and visits both at home and abroad, extend and enrich their learning.

Care, guidance and support

Grade: 3

Grade for sixth form: 2

There are many good features of the school's provision for the care, guidance and support for its students. Pastoral support is particularly strong and the mentoring scheme enables tutors to develop their relationships with students and support them in areas such as organisational skills and preparation for examinations. Academic reviews provide good opportunities for students, parents and tutors to celebrate successes and discuss areas for improvements, both in their academic and personal development. Students with learning difficulties and disabilities are well supported. As a result, they make similar progress to other students. Students with particular difficulties are well supported because of close and effective work with external

agencies. Child protection procedures meet current government requirements. Academic guidance for students is improving and is satisfactory at present. Robust systems are now in place to track students' progress and students have a good understanding of how well they are doing. The school is rightly focusing on developing a range of intervention strategies to tackle underachievement at whole-school level as well as in individual lessons. Sixth formers value the good academic guidance they receive from teachers and tutors.

Leadership and management

Grade: 3

Grade for sixth form: 3

The leadership and management have many strong aspects. The headteacher provides a clear strategic direction for the school, with self-evaluation providing an accurate and astute picture of the school's strengths and weaknesses. As a result, with the effective assistance of the senior leadership team, he is introducing changes through the school development plan aimed at improving students' achievement and standards, particularly in Years 10 and 11. There are initial signs of success and the school is working towards enhancing the capacity of other leaders in their key role in managing change and raising standards. The effectiveness of other leaders is more variable than at senior level at present. Staff and students value the developments that are taking place and support the leadership team in striving to meet challenging objectives and build on the school's good reputation. These positive aspects of the school's work give it a good capacity to improve its present satisfactory achievement. Funds are effectively used. Specialist college funds have been well targeted to improve accommodation and resources, notably through a building programme and by provision of good modern technology. Most of the issues from the previous inspection have been tackled successfully and the weaknesses in Years 10 and 11 are now being vigorously addressed. Governors have a good understanding of their roles and responsibilities. They support the school well but also act as valued critical and challenging friends to the headteacher and his staff.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
How well does the school work in partnership with others to promote learners' well-being?	3	2
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	No

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	3	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	3	
The behaviour of learners	2	
The attendance of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	2
How well are learners cared for, guided and supported?	3	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Text from letter to pupils explaining the findings of the inspection

- Thank you for welcoming us when we visited your school. We enjoyed meeting many of you and we value very much the help you gave us. The school is giving you a satisfactory education and it has many good features. We are pleased that your headteacher, other leaders and staff have a clear understanding of how the school can improve and are determined to see that this happens. Because most of you get on well with your teachers, attend and behave well and enjoy school, we are sure you will want to play your part in taking the school further forward. Other good aspects of the school include the way you are developing as young people well equipped to play a full part in the world of the 21st century. You participate well in the extra activities open to you, although some of you are content to sit back and let others take the lead. The new buildings and much modern technology are also helping your learning. Some of the new developments result from the school's becoming an engineering and science college. The main problem for several years has been students' poorer progress in Years 10 and 11 than in Years 7 to 9 and the sixth form. This has meant that achievement by the end of Year 11 has been satisfactory rather than good. However, we believe that the school has adopted good ways of tackling this problem which are beginning to have a positive effect and will continue to do so. Although your teachers work very hard to help you, you learn better in some lessons than in others, especially when you are actively involved and encouraged to do your best. So we are asking the school to do two things in particular to make it an even better place in which to learn:
- Make better use in Years 10 and 11 of information about how you are getting on to help to raise your standards and your ambitions of how well you can achieve.
- Improve some teaching to match the good teaching that already takes place, particularly by encouraging you to be actively involved in lessons and by giving you work that challenges you to do your very best. We think the school has a bright future ahead of it. On behalf of the inspection team, I wish all of you good luck in the future. Yours sincerely, Ian Stuart
Lead Inspector