

Mangotsfield School

Inspection report

Unique Reference Number	109320
Local Authority	South Gloucestershire
Inspection number	337274
Inspection dates	25–26 May 2010
Reporting inspector	John Carnaghan

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1335
Of which, number on roll in the sixth form	155
Appropriate authority	The governing body
Chair	Mr O Beg
Headteacher	Richard Badley
Date of previous school inspection	14 February 2007
School address	Rodway Hill Bristol BS16 9LH
Telephone number	01454 862700
Fax number	01454 862701
Email address	mangotsfieldsecondary.school@southglos.gov.uk

Age group	11–18
Inspection dates	25–26 May 2010
Inspection number	337274

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 rates 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 08456 404045, 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 documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by five additional inspectors. They observed 33 lessons and held meetings with groups of students, governors and staff. They observed the school's work, and looked at the school's documents, assessments, policies and records, including 85 parental questionnaires

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching was consistent enough to improve progress and raise attainment
- how well leaders and managers are challenging in their work
- attainment and progress in the sixth form and whether it is improving

Information about the school

Mangotsfield School is larger than average and is a specialist school in engineering and science. It has a sixth form that is part of the larger Kingswood Partnership. Almost all students speak English as their first language and most are White British. The proportion of students with special educational needs and/or disabilities is about half of the national average; the largest group of these students has behavioural, emotional and social difficulties. At the time of the inspection many students were on leave of absence. There were no lessons for Year 11 and 12 students and very few for those in Year 13 because of national examinations.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Mangotsfield School provides a satisfactory education. It has a number of strengths and a drive for improvement is under way. The impact of better provision is just starting to be felt in students' attainment and progress, which have risen this year, particularly in Year 11. Current standards are average and the achievement of all groups of students is satisfactory.

Students are well cared for and the school is particularly effective in supporting those who are disadvantaged, such as individuals with behavioural, emotional and social difficulties. This drive for equality of opportunity means that no students are left behind. One outcome of such effective care is students' good personal development. Their behaviour is largely mature and sensible, contributing to the positive atmosphere in the school. Parents and students both agree that students feel safe at school and have a good grasp of how to remain secure in various contexts. Students are happy that bullying is unusual and that all their concerns are dealt with sensitively and effectively. Parents are largely supportive of the school, having few concerns.

Within a pattern of satisfactory teaching there are inconsistencies. There are considerable strengths in the positive atmosphere and good relationships in lessons and teachers display good subject knowledge. Nevertheless, assessment is not used effectively enough to provide the correct support and challenge in lessons. In addition, marking does not offer sufficient practical advice to students about how to improve. This limits opportunities for better progress. The interesting curriculum is well adapted to students' needs and tastes, but some students do not always select the most appropriate courses to follow in the sixth form and this restricts their achievement.

The headteacher and senior staff are actively widening responsibility for leadership, empowering middle managers to take increased responsibility for what the school does. Good management ensured the continuing smooth running of the school during the examination period which coincided with the inspection, when a number of students were not on site. Governors are supportive of the school but insufficiently incisive in the way they challenge the school.

The school has focused on improving areas of weakness and has particularly prioritised raising attainment in Key Stage 4. There is a noticeable trend of improvement, despite a few remaining weaknesses. The essential systems required to allow continuing improvement are in place. Self-evaluation is developing and is largely accurate so that the school is aware of its main areas for development, but planning for the future is not sharply focused. Most judgements in this inspection are similar to those in the previous inspection. The school's capacity for continuing improvement is satisfactory.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Ensure the planning and delivery of lessons keeps 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.

Outcomes for individuals and groups of pupils

3

Students enter the school with levels of attainment that vary year on year, but that are generally below average. The school's increasingly rigorous work to improve teaching and learning is starting to have a positive impact on progress. Thus, students' progress and levels of attainment at the end of both Key Stages 3 and 4 are slowly beginning to rise. By the end of Year 9 attainment is average with no significant subject variations, representing satisfactory progress.

A strong emphasis on improved support and interventions, particularly for Year 11 students, has been effective this year. Key Stage 4 attainment is higher than in 2009 and average overall, with no significant variations between subjects or groups of students. Given that this particular group of students had average starting points in Year 7, this represents satisfactory progress. The school works hard to ensure that students with barriers to learning, whether academic or emotional, are strongly supported. This inclusive approach ensures that the achievement of all groups is satisfactory.

Courtesy and consideration for one another and adults is the norm. Students' responsible behaviour promotes learning. They like their school and, in most lessons, enjoy their work and participate fully. Students demonstrate a good understanding of social and moral issues in their school lives, working well with one another and showing a well-developed sense of fairness. However, they have limited knowledge of the multicultural aspects of British society.

Satisfactory progress in the important basic skills of literacy, numeracy and computing and an excellent growth of students' understanding of the world of work mean that their preparation for the future is good. Students appreciate having a clear voice in the school community through a number of groups, including the lively and proactive sports council. They are involved in charity work and in working with primary schools through links connected with the school's specialism.

Students understand what it takes to grow up as healthy adults. They are aware of the benefits of a good diet and exercise and most act on this knowledge, for example many appreciate the healthy food now offered at lunchtime and participation rates in physical activities are high.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Lessons are usually well planned and most offer varied activities and choices. Effective role-play opportunities and enthusiastic teaching often engage students in learning. Most lessons are typified by positive relationships between staff and students and consistent good behaviour means that progress in lessons is very rarely disrupted. Teachers display good subject knowledge, use technical vocabulary effectively and promote confidence in the classroom. Introductions and conclusions to lessons ensure students understand what is expected of them and that learning is fully consolidated. Some lessons do not offer the range of challenge needed to engage all students. Teaching can be pitched at 'the middle' so there are not enough challenging activities for more able students or enough support for those who do not understand. In these cases the pace of learning can be too slow.

Assessment is used well to track students' progress and to inform staff where learning may be faltering. The school acts rigorously on this data to provide a variety of extra help, particularly in Year 11, and this has improved progress this year. Teaching assistants are knowledgeable and committed and provide good support in and out of lessons. The marking of students' work is highly inconsistent and the feedback it offers is often very limited. Although many students have targets, marking rarely refers to them. One consequence of this weakness is that much work is poorly presented and books tend to be scruffy.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The curriculum has been carefully developed to offer the flexibility required to meet all students' needs. The addition of vocational options in collaboration with the Kingswood Partnership has led to greater cohesion and continuity in the school's 14–19 curriculum. Opportunities to sit GCSE examinations early provide good opportunities for more able students, and other courses cater specifically for the less academic and those facing learning difficulties. An impressive range of clubs and societies provides good enrichment opportunities. Numerous extra classes and coaching sessions targeted at Year 11 students are proving very successful.

The school has thorough systems to ensure the well-being of all students. Close partnerships with local primary schools ensure a smooth transition into Year 7 for all groups, because their individual needs are already known. Vulnerable students, including those with medical requirements, receive assistance that meets their needs and supports their learning effectively. Skilled staff, focused on this area, like the learning mentor, inclusion manager and special educational needs coordinator, work very well to ensure good inclusion for all. Information and advice on careers and other choices is, with the exception of guidance on sixth form courses, usually thorough and well received by students. They particularly complimented the recent Year 10 industry and careers event. The provision to minimise absence is outstandingly effective and has resulted in an improving picture and high attendance

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior staff's ambition and drive for improvement are widely shared by all staff and has led to stronger sixth form provision, higher attendance and better tracking of progress. However, although standards are slowly rising, the full impact of recent changes has not been felt. Improved self-evaluation now involves many more staff and there is, for example, a cycle of observations of lessons that is raising expectations. However, feedback to staff on their teaching is not always effective because it does not focus enough on students' learning. The school development plan identifies the correct priorities but lacks specific, measurable targets and interim checks, reducing its usefulness. The school works well to make efficient use of its limited resources and provides satisfactory value for money.

The governing body has methodologies to check up on the school, including regular discussions with key players, but governors lack opportunities to find out independently

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

about the quality of provision and to interrogate assessment data. This means that, while they are most supportive, their capacity to rigorously challenge the school is limited. Nevertheless, the governors' work to ensure the safety of students and staff is excellent. Safeguarding has numerous strengths and many of the school's records are exemplary. Staff work proactively with other key agencies to reduce risks to students and ensure their welfare.

The school works consistently to engage with all parents and carers and is especially successful in developing links with the homes of vulnerable students. Parents are well informed through numerous parents' meetings, regular reports, newsletters and a lively website. High return rates from the school's own parental survey, with questionnaires given out and filled in at parents' evenings, indicate their strong satisfaction with the school. Specialist subject links add significantly to the more usual range of partnerships that benefit students, such as with primary schools and universities. The wide range of specialist industry and business links considerably enriches the curriculum, leading to interesting activities such as research on wind farms. The Kingswood Partnership enables the school to offer a broader curriculum than other schools of a similar size.

The school has a good grasp of the nature of its students and the local community and has started to audit its community cohesion provision. An action plan has identified what the school needs to do, including developing liaisons with schools in different environments, both nationally and internationally. Strong work to identify any variations in achievement between groups and rigorous action to eliminate any potential anomalies mean that the school provides good equality of opportunity and that there is no discrimination.

The school's specialist status has led to stronger partnerships with local primary schools and business, industry and public sector employers.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

<p>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms</p>	
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Students make satisfactory progress, given their starting points on entry to Year 12. They attain results that are just below national averages. This is part of an improving pattern. They demonstrate positive attitudes, taking mature responsibility for their own learning and working well with others. They value life in the sixth form, as demonstrated by the high proportion who complete their courses. Students regularly contribute to many aspects of the whole school through activities such as mentoring and assisting with enrichment activities. Their participation in the world challenge programme is an important element in their contribution to the wider community.

Teaching is satisfactory but inconsistent. Students praise the willingness of staff to offer additional support if needed. However, while data are collected regularly to check progress, they are inconsistently used to drive up attainment. Students are sometimes insufficiently challenged, questioning does not probe enough and the result of this is that the most able students can be insufficiently stretched. The curriculum offered through the partnership is rich and varied, although students' course selection frequently fails to ensure they are on courses that offer them the greatest opportunity for success.

The school has recognised historical weaknesses in the leadership and management of the sixth form and has acted decisively, recently bringing additional staff into the leadership role. Current provision is far more rigorous and has promoted an increased focus on students' achievement. Improvements in the tracking of students' progress have led to a better understanding of strengths and weaknesses and these are starting to be addressed.

These are the grades for the sixth form

Overall effectiveness of the sixth form	3
Taking into account:	
Outcomes for students in the sixth form	3
The quality of provision in the sixth form	3
Leadership and management of the sixth form	3

Views of parents and carers

Few parents returned the inspection questionnaires. Of those returned, the large majority expressed satisfaction with the school, indicating their children were happy at school and kept safe. The greatest area of concern was over how the school deals with unacceptable behaviour. The inspection found no evidence to support this concern. The

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

much larger survey, completed by the school two months before the inspection, showed a similarly favourable response.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of students registered at Mangotsfield School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 1,135 students registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	26	57	67	3	4	3	4
The school keeps my child safe	20	24	58	68	4	5	3	4
The school informs me about my child's progress	15	18	61	72	5	6	1	1
My child is making enough progress at this school	24	28	47	55	10	12	2	2
The teaching is good at this school	13	15	60	71	8	9	1	1
The school helps me to support my child's learning	13	15	50	59	12	14	2	2
The school helps my child to have a healthy lifestyle	5	6	61	72	13	15	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	22	56	66	3	4	3	4
The school meets my child's particular needs	20	24	54	64	6	7	3	4
The school deals effectively with unacceptable behaviour	18	21	40	47	18	21	7	8
The school takes account of my suggestions and concerns	7	8	50	59	18	21	1	1
The school is led and managed effectively	13	15	57	67	8	9	2	2
Overall, I am happy with my child's experience at this school	18	21	55	65	9	11	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 May 2010

Dear Students

Inspection of Mangotsfield School, Bristol, BS16 9LH

Thank you for your helpful participation in the recent inspection of the school. All the inspectors were impressed with your behaviour and courtesy. Well done!

Mangotsfield School provides a satisfactory education. The efforts of the headteacher and his team have led to improvements and attainment is now average and achievement is satisfactory. One of the strengths of the school is how well you are cared for and this has meant that your personal development is also good.

Teaching is satisfactory but a little inconsistent. You do your bit by your enthusiastic response and the good relationships you show, and many lessons are interesting. However they are sometimes unchallenging and marking is often not helpful enough. The curriculum is good, offering wide and interesting choices but inspectors feel that course choices for the sixth form are not always suitable and this slows down progress in Years 12 and 13.

There are some things we have asked the school to improve. These are to:

- make sure that you always have work at the right level to give you the correct amount of challenge
- mark work better so that you get good advice on how to improve; if you do not understand your next learning steps, you should ask
- give better guidance to students entering the sixth form on the most suitable course to follow.

Once again, thanks for all your help. It was good meeting you.

Yours sincerely

John Carnaghan

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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 08456 404045, or email enquiries@ofsted.gov.uk.