

# Mansel Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	131272
<b>Local Authority</b>	Southampton
<b>Inspection number</b>	360245
<b>Inspection dates</b>	20–21 January 2011
<b>Reporting inspector</b>	Edward Wheatley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	224
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Gale
<b>Headteacher</b>	Neil Parker
<b>Date of previous school inspection</b>	10 March 2008
<b>School address</b>	Culver Close Millbrook SO16 9HZ
<b>Telephone number</b>	02380776162
<b>Fax number</b>	0238 077 6163
<b>Email address</b>	head@manselpark-pri.southampton.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors who saw 13 lessons taught by eight teachers. Meetings were held with staff, representatives of the governing body, the School Improvement Partner and pupils. Inspectors observed the school's work, and looked at documentation about pupils' progress, policies, particularly those in respect of safeguarding, school development planning and evidence of self-evaluation. They considered 42 questionnaires returned by parents and carers and 95 pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is teaching reducing the differences in progress made by different groups of pupils?
- How well is the school dealing with underachievement in English?
- Are leaders accurately identifying weaknesses and acting to address them?

## Information about the school

This is an average-sized school and the great majority of pupils are from White British backgrounds. There are small numbers of pupils from minority ethnic backgrounds, and the main other language spoken is Polish. The proportion of pupils with special educational needs and/or disabilities is broadly average. These pupils' needs are predominantly moderate learning difficulties and behavioural, emotional and social difficulties. The school has Healthy School status. Children in the Early Years Foundation Stage are taught in two Reception classes. There is an independent nursery school on the same site which was inspected separately. The headteacher had been in post full time for less than one year at the time of the inspection.

**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

Mansel Park is a satisfactory school. It is improving and parents and carers are happy with the quality of education it provides. One wrote, 'I always recommend this school to family and friends and my child is proud to mention she is a pupil here.' The quality of care, guidance and support is good and the school uses a wide range of external services well to support pupils and their families effectively.

Attainment is broadly average and is rising. Past weaknesses in mathematics have been addressed. In English, attainment is improving more slowly although the quality of pupils' sentence writing, vocabulary and ability to articulate their ideas is generally good. However, occasional inaccurate spelling and punctuation, and untidy handwriting lower the overall standards they achieve. Pupils of all abilities, including the small number from minority ethnic backgrounds, make mostly satisfactory progress. The gaps in progress between different groups of pupils are closing. Some pupils make good progress, and the proportion doing so is increasing.

Teaching is satisfactory. It is improving and some is good which underpins pupils' better pace in progress. Assessment has improved significantly over the past year and is used accurately to track pupils' performance. However, occasionally, this information is not used well enough to match work to pupils' learning needs. While marking is often good, sometimes it does not give pupils enough guidance on how well they are doing and how to improve. Questioning and debate are strong features of many lessons. However, sometimes opportunities are missed for pupils to discuss their ideas in enough depth to help consolidate and expand their learning. The curriculum provides a wide range of activities to capture pupils' interest in learning. Visits and visitors enrich pupils' experience. Writing and numeracy activities in most subjects also help to consolidate these skills.

Pupils enjoy school. They behave well and are very considerate towards each other and courteous to adults. They have a good understanding of the importance of having a healthy lifestyle and most eat healthily and take part in physical activities. Their attendance is good and they feel safe within the school grounds and buildings. They know how to stay safe and feel confident about the way the school deals with rare bullying and unacceptable behaviour. They are ready to take on responsibilities and contribute well to activities within the school community.

Leadership and management are satisfactory. The headteacher provides good direction for improvement. All leaders have a good understanding of what the school needs to do to improve and while at the early stages of success, actions taken are leading to improvement. Some staff, newly appointed to their roles, are rapidly gaining the skills they need to carry out their own analysis of the school's work to help introduce improvements. The governing body is supportive and is working hard to gain the expertise it needs to hold the school to account and help drive its improvement. Communications with parents

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are good and are improving. Provision in the Early Years Foundation Stage is good and improving, with children making increasingly good progress. Taking these things into account the school's capacity for continuing improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- By July 2012, enable pupils to make good progress so that attainment in English rises by improving:
  - accuracy in spelling and punctuation
  - the quality of handwriting.
- Improve the quality of teaching so that by July 2012, the majority of lessons consistently provide:
  - challenging work matched to pupils' learning needs
  - marking that tells pupils how well they are doing and how to improve their work
  - opportunities for questioning and discussion that enable pupils to contribute high quality answers and explanations that promote their learning.

**Outcomes for individuals and groups of pupils****3**

Pupils start school with skills that are below those expected for their age, particularly in personal and emotional skills and literacy. They make good progress in the Reception classes to reach broadly average attainment. Pupils' learning across the rest of the school has been more inconsistent but an improving trend is clearly evident. Improvements in pupils' mathematical skills, especially their calculations in problem solving, are having a positive impact on levels of attainment. For example, in one Key Stage 1 class pupils consolidated competence in their own mathematical skills and developed confidence to solve problems through an activity in which they carefully organised counters into rows so that the counters in each row always added up to ten. Efforts to improve pupils' vocabulary, to write complex sentences and to write at length are starting to have a positive effect on standards in English. In one lesson, young pupils were keen to read what they had written about the history of Southampton, and to state why there were capital letters, commas, connectives and full stops. Older pupils in another class were accurate in their explanation of the need to have complex sentences so that explanations flowed smoothly in their writing. Generally, pupils try really hard to do their best with their writing but sometimes it is untidy and difficult to read. In addition, occasional careless spelling and inaccurate punctuation spoils their work and limits attainment. Pupils' progress varies between classes, but is improving following the school's effective focus on improving teaching. In some classes pupils are catching up on previous underachievement and there is little difference in the progress made by different groups of pupils, including boys and girls. After recent uneven progress, pupils with special educational needs and/or disabilities are now making satisfactory progress.

Pupils enjoy learning, especially when work is challenging. They are confident in talking about how much they enjoy school and in explaining the work they do. They value what

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they learn, and are keen to do well. They take on their responsibilities maturely, for example, helping each other, acting as house captains, selling raffle tickets, and being playground rangers who help younger children with playground games. Contributions to the local and wider communities are developing well. Their spiritual, moral, social and cultural development is generally good, and pupils have an increasing awareness of the traditions and values of other cultures represented in the United Kingdom and around the world.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Generally, work is well matched to pupils' learning needs, and based on accurate assessment of pupils' progress. Planning is mostly good, but sometimes activities are not always sufficiently challenging. Most marking gives pupils a good idea of how well they are doing and how to improve their progress, but this is not always the case. The teaching of mathematics and English is improving. For example, an opportunity for pupils to plan their writing using a wide range of connectives, sentence starters, and an extensive vocabulary led to high quality extended writing, with complex sentences that clearly explained pupils' thinking about unacceptable social behaviour. Relationships are good and contribute effectively to pupils feeling secure in talking about their ideas and understanding.

The curriculum is well organised and increasingly subjects are linked together using a topic approach which motivates pupils. Opportunities for pupils to develop information and

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communication technology skills are well established in most areas of the curriculum. The personal, social and health education programme is well organised and contributes effectively to pupils being able to make mature decisions for themselves, such as those about adopting healthy lifestyles, as reflected in the school's Healthy Schools award. The school provides a good range of out-of-school clubs that pupils enjoy attending. Links with other schools enrich pupils' experiences in using computers, learning French and participating in a wide range of sports activities.

There is a strong focus by staff and governors on keeping pupils safe and in helping pupils understand how to keep themselves safe. The school provides very good, sensitive support for pupils and families whose challenging circumstances make them vulnerable. Strategies to improve attendance and deal with unacceptable behaviour are effective. Transition arrangements for pupils moving between classes in the school, and on to the next stage in their education are good. Support for pupils with special educational needs and/or disabilities is also good and improving.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has instilled a common sense of purpose and ambition in all staff. There have been improvements in most aspects of the school's work and planning for further improvements is good. It is too soon to see if improvements will be sustained, but the school has made a sound start. The governing body monitors the school's work with increasing effectiveness. Efforts to involve parents in their children's education are successful. Attendance at parent consultation sessions is high and the number of parents coming into the school to find out how their children are taught and how they can contribute to learning is increasing. Partnerships with other schools provide good professional development for staff. The school is a harmonious place and the promotion of community cohesion is satisfactory. It is improving as the school establishes links with schools in different circumstances nearby and abroad so that pupils have opportunities to find out about more diverse communities, other cultures and traditions.

Safeguarding requirements are fully met. Procedures are comprehensive, well understood by all staff and effectively carried out. The views of pupils, parents and governors are sought to ensure pupils are safe at all times. For example, the school is consulting parents over safety outside of the school premises because a small number of pupils have said they do not feel safe going home in the evening. Efforts to promote equal opportunities are satisfactory and improving as the differences in progress made by different groups of

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pupils narrows. Procedures to eliminate all forms of discrimination are rigorous and are promoted effectively through the curriculum.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

By the time children leave Reception, they have broadly average skills in most areas of learning. Children's progress is good and sometime excellent from their different starting points. Progress is especially good in the development of personal, social and emotional skills, and in speaking and listening. Parents are made very welcome, children are well cared for and links with families and other providers are good. This helps children settle in quickly. They make new friends, work confidently and behave exceptionally well. Teaching is well planned, with many opportunities and encouragement for children to speak in both teacher-led activities and those they initiate themselves. The range of activities to engage children's interest is good, helped by the stimulating and well-resourced accommodation. The outside area provides attractive areas where children can play and learn independently and with each other. Accurate assessment and close collaboration between staff ensure activities are well matched to individual children's needs. Leadership and management are good, evaluation of outcomes and rapid action to improve provision are leading to faster progress by children. Recent changes have led to more accurate assessments which are used more consistently.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

About one fifth of parents and carers responded to the parent questionnaire. This is a smaller response than is usual. Overall, their views are positive and most are happy with their children's experience at the school. About a quarter of the parents and carers responding feel the school does not deal with unacceptable behaviour well enough. Inspectors saw only good behaviour, and pupils say that when there is poor behaviour, teachers deal with it very well. A small proportion of parents and carers are concerned with how well their children make progress, and the quality of support they receive. While inspectors agree that there is room for improvement in these areas, generally progress and support for pupils' learning are improving.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mansel Park Primary 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 224 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	40	23	55	2	5	0	0
The school keeps my child safe	15	36	26	62	1	2	0	0
My school informs me about my child's progress	15	36	24	57	3	7	0	0
My child is making enough progress at this school	20	48	18	43	3	7	0	0
The teaching is good at this school	19	45	20	48	0	0	0	0
The school helps me to support my child's learning	14	33	23	55	3	7	0	0
The school helps my child to have a healthy lifestyle	15	36	27	64	0	0	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)	14	33	26	62	0	0	0	0
The school meets my child's particular needs	15	36	25	60	2	5	0	0
The school deals effectively with unacceptable behaviour	8	19	19	45	10	24	1	2
The school takes account of my suggestions and concerns	7	17	29	69	0	0	1	2
The school is led and managed effectively	13	31	27	64	0	0	0	0
Overall, I am happy with my child's experience at this school	20	48	21	50	0	0	0	0

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



24 January 2011

Dear Pupils

**Inspection of Mansel Park Primary School, Southampton, SO16 9HZ**

Thank you for so warmly welcoming us when we visited your school. You gave us a lot of good information to help us judge that your school is satisfactory, which means it does some things well but there are some things it can make better. Teaching and your progress in English and mathematics are satisfactory and improving, and the following things are particular strengths of the school:

- There are lots of activities that you enjoy because teachers make learning interesting and fun.
- The hard work of the headteacher, staff and governors is making sure the school improves.
- The school is safe and the staff take good care of you.
- You behave well and carry out any responsibilities you have sensibly and dependably.
- You know how to stay healthy and most of you take part in physical activities and eat healthily.

In order for the school to be even better, we have asked your teachers to:

- Improve the accuracy of your spelling and punctuation, and the neatness of your handwriting.
- Improve your progress by making sure work is always challenging, ensuring that marking tells you how well you are doing and how to improve, and for lessons to provide opportunities for you to explain and discuss your work.

You can help by making sure you spell correctly, use suitable punctuation and that you write neatly. You should tell your teacher if you think work is too easy, and ask if you are not sure how well you are doing and how to improve your work.

Yours sincerely

Ted Wheatley  
Lead inspector

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