

Mangotsfield Church of England Voluntary Controlled Primary School

Church Farm Road, Emersons Green, Bristol, BS16 7EY

Inspection dates 22–23 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Teaching is outstanding over time and is never less than good. There are regular examples of lessons where pupils' learning is outstanding.
- As a result, all groups of pupils make rapid progress in their learning across the school.
- Over time, attainment in English and mathematics is significantly above the national average by the end of Year 6.
- Teaching is outstanding because the headteacher, supported by the deputy headteacher and other senior leaders, sets high expectations of pupils' learning in lessons and is highly effective in rigorously monitoring the quality of teaching to ensure this happens consistently.
- This has led to staff being very reflective in how to constantly improve their teaching so they produce lessons where learning is outstanding.
- The marking of pupils' writing is exemplary in English. The school is rigorously exploring ways to provide written comments for pupils on how to improve in mathematics that are of the same high quality.
- The headteacher and the governing body have established a clear vision for the school that has been clearly shared and supported by staff. Consequently, staff morale is high.
- The governing body is supportive and also robustly holds senior leaders to account for the performance of the school.
- Pupils thoroughly enjoy school and feel very safe. Their behaviour is exemplary because of their highly positive attitudes to learning.

Information about this inspection

- Inspectors visited 48 lessons and part-lessons, 16 part-lessons were visited in conjunction with the headteacher, and 17 teachers were observed.
- Meetings were held with the headteacher and senior teachers, members of the governing body, a representative from the local authority and a group of pupils.
- Inspectors examined a range of evidence including the school’s documentation relating to safeguarding, the school’s own judgements about teaching and pupils’ achievement, and school assessments tracking pupils’ progress, and evaluated the quality of work in pupils’ books.
- Inspectors heard pupils read from different year groups. Inspectors analysed the views of 64 parents and carers who responded to the Ofsted online Parent View survey.

Inspection team

James Henry, Lead inspector

Additional inspector

Marianne Phillips

Additional inspector

Nick Riddiough

Additional inspector

Full report

Information about this school

- Mangotsfield Church of England Primary School is much larger than the average-sized primary school.
- Most pupils are White British.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is below the national average.
- No alternative provision is used by the school.
- The proportion of pupils in receipt of pupil premium, which provides additional funding for children in local authority care, pupils whose parents are in the armed forces, or who are known to be eligible for free school meals, is broadly in line with the national average. Approximately 8% of pupils' parents are in the armed forces, a few of whom are currently on active service.
- The school meets the current government floor standards, which set the minimum requirements for pupils' attainment and progress in English and mathematics by the end of Key Stage 2.
- There is a breakfast club and after-school club that are not managed by the school's governing body.

What does the school need to do to improve further?

- Improve the quality of marking in mathematics to match that in other subjects by:
 - providing more written comments for pupils in their work about how to improve their mathematical thinking
 - giving pupils consistent opportunities to respond to teachers' written comments in order to help improve their ability to apply their learning in different mathematical situations.

Inspection judgements

The achievement of pupils

is outstanding

- Attainment by the end of Year 6 is significantly above the national average in English and mathematics; this has consistently improved since the last inspection.
- All groups of pupils make rapid and sustained progress across the school in reading, writing and mathematics. This includes pupils known to be eligible for the pupil premium. For example, in 2012, the average points score (which is a method of measuring pupils' attainment at the end of Year 6) for pupils known to be eligible for free school meals in both English and mathematics was above that for all pupils nationally.
- Consequently, the school is highly effective and closes the achievement gap between pupils known to be eligible for the pupil premium and all pupils nationally.
- Children enter The Early Years Foundation Stage with skills and abilities in line with those expected for their age. They make consistently good, and often outstanding, progress across The Early Years Foundation Stage and Years 1 and 2. As a result, pupils' attainment in reading, writing and mathematics is consistently above, and often significantly above, the national average by the end of Key Stage 1.
- School assessments, lesson observations and pupils' work show that all groups of pupils, including the disabled, those with special educational needs and those whose parents are in the armed forces, continue to make rapid and sustained progress across Years 3, 4, 5 and 6 in reading, writing and mathematics. This results in attainment overall, and the proportion of pupils achieving the higher Level 5 in the national tests, being significantly above the national average in both English and mathematics by the end of Key Stage 2.
- Progress in reading and mathematics is slightly stronger than in writing. However, through the robust tracking of pupils' progress, the school has focused very successfully on improving pupils' writing, especially through providing exemplary feedback in marking, so that pupils' progress in writing is quickly catching up with their progress in reading and mathematics.

The quality of teaching

is outstanding

- Almost all parents and carers who responded to the Parent View survey on the Ofsted website thought that their child was taught well. Pupils also say they are taught well.
- Pupils make rapid progress in lessons due to consistently good, and often outstanding, teaching. For example, in a Year 3 lesson, pupils were making outstanding progress in developing their investigation and writing skills through working with other pupils to find out how Viking homes were built and then describing the home. This is a clear example of the effectiveness of the school successfully focusing on quickly improving pupils' writing skills.
- Teaching is outstanding over time because teachers repeatedly produce lessons where pupils' previous learning is constantly built upon so that over time all groups of pupils make exceptional progress. In a Year 4 lesson, the teacher used pupils' understanding of subtraction to very clearly explain about division of numbers. As a result, pupils quickly grasped the idea of division.
- Teachers are constantly looking to improve their own teaching and are very receptive to ideas that will help them produce even better lessons. Consequently, teachers and other staff share good ideas and work well together to plan and deliver lessons that are highly effective in stretching pupils' abilities and maintaining their interest.
- Teachers have good subject knowledge and have the understanding and skill to change a lesson if they feel that it is not pitched at the right level or tasks are not enabling pupils to move on in their learning. There is therefore a constant focus on ensuring that pupils make at least good progress in all lessons.
- Very effective use is made of question and answer sessions in lessons with teachers and teaching assistants rigorously checking pupils' understanding of what they are learning. This is a constant feature in lessons and is one of the reasons why pupils make quick and consistent

progress.

- Disabled pupils and those with special educational needs make outstanding progress because their abilities are catered for in lessons and they are very well guided by teaching assistants who help them understand what they are expected to learn and support them in their work. This is an example of how all pupils are given an equal opportunity to learn and that none is discriminated against.
- Marking in pupils' writing books is excellent because written comments by teachers are very useful for pupils in advising them how to improve and pupils are given the time to respond and put into practice the advice given. In an outstanding Year 1 lesson, the teacher and teaching assistant were providing excellent support for pupils through prompting and questioning pupils' responses to the marking of their stories, resulting in pupils making rapid progress in their use of language and grammar.
- While marking is done regularly with some feedback for pupils in mathematics, it is not as effective in helping them improve as in writing. Opportunities are occasionally missed to provide more written comments in pupils' mathematics work to help them improve their mathematical thinking. Consequently, in these few instances, pupils do not always have the opportunity to respond to any advice given and further help them apply their learning in different mathematical situations.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour around the school and in lessons is exemplary. Behaviour is outstanding because pupils have excellent attitudes to learning and to school generally. This is mainly because lessons enthuse and interest pupils and, as a result, all groups of pupils are highly motivated to learn and thoroughly enjoy school.
- A strong feature throughout the school is the excellent relationships between staff and pupils with staff being very positive in managing pupils' behaviour and praising and rewarding them for their achievements. The school can point to examples of where pupils with challenging social and emotional problems have joined the school at different times, settled quickly and calmly, and become part of the school community.
- Pupils are very polite and friendly toward each other and the adults in the school. They are also very proud of their school and welcome pupils, for example those whose parents are in the armed forces, who join the school at different times during the year. As one pupil said, 'We are all a big family where we all learn together.'
- As a result of exemplary behaviour, pupils say they feel very safe in school. They have a good understanding of what bullying means and the impact it can have, but say bullying is extremely rare in school and they have full confidence in staff to deal and resolve any problems.
- The school helps pupils keep themselves safe through activities such as cycling proficiency and visits to the 'Create Centre' where they learn how to keep themselves safe in different situations.
- Almost all the parents and carers who responded to the Parent Survey on the Ofsted website felt that the school makes sure its pupils are well behaved, and the very large majority felt the school dealt effectively with bullying.
- Attendance is above the national average with almost all pupils arriving for school on time.

The leadership and management are outstanding

- The headteacher and governing body, supported by senior leaders, set very high expectations for the school. This is fully supported by staff and pupils; as a result, there is a constant effort to improve pupils' achievement.
- There is a relentless drive to improve the quality of teaching with the headteacher, deputy headteacher and other senior leaders robustly monitoring learning in lessons. This has been highly successful as teaching is now outstanding with pupils making exceptional progress across

the school.

- Staff, including teaching assistants, are held very effectively to account through robust performance management procedures. Targets for staff are based on the progress of pupils they teach and linked to appropriate professional training and salary scales.
- Senior leaders regularly hold meetings with staff to check that pupils are making optimum progress. This ensures actions are immediately taken to help any pupil who may be falling behind to catch up quickly.
- Pupils' spiritual, moral, social and cultural development is very well promoted through a wide and balanced variety of subjects and the extensive activities and experiences provided for pupils. These include links with the local church, specialist teaching in art, sport and music, and pupils organising events to support charities they have chosen.
- Subjects are taught through different topics that begin or end with a special event. For example, a topic about 'Africa' in Year 5 involved children entertaining their visitors by playing African drums and performing African dances. This type of activity promotes pupils' cultural development and adds real enjoyment to their learning.
- The school fosters good relationships within the local community with staff working with other local schools and using the local Ministry of Defence centre to provide pastoral support for pupils whose parents may be serving overseas in the armed forces.
- The local authority provides light-touch support and appropriate professional training for staff and members of the governing body when asked by the school
- **The governance of the school:**
 - Members of the governing body know the strengths and weaknesses of the school very well through regular visits to classes in the school. They regularly give feedback to the full governing body about visits in order to provide an independent view that can be questioned. The governing body receives regular reports about the quality of teaching and pupils' progress across the school, and has a good knowledge of data that compares the school to schools nationally. It uses this information to robustly hold senior leaders to account. The spending of the pupil premium and the difference it is making is closely monitored. Governors know that the school very successfully closes the gap for pupils known to be eligible for free school meals and all pupils nationally. The governing body has good systems to monitor the performance of staff and ensures that any salary increases are very clearly linked to teacher performance. Governors undertake regular professional training through the local authority. For example, training on Safer Recruitment, the use of data and provision for pupils with special educational needs have helped to give the governing body the professional expertise to fulfil its role very effectively. The governing body ensures that the school's safeguarding policies are very thorough, reviewed regularly, and that all procedures are robust and secure, and staff are fully trained.

What inspection judgements mean

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

School details

Unique reference number	109164
Local authority	South Gloucestershire
Inspection number	403081

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

Type of school	Primary
School category	Voluntary Controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	472
Appropriate authority	The governing body
Chair	Paul Moorhouse
Headteacher	Marion Borland
Date of previous school inspection	16 October 2007
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