

# The Mandeville School

Ellen Road, Aylesbury, Buckinghamshire HP21 8ES

<b>Inspection dates</b>	25–26 November 2015
<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- In a few subjects, particularly mathematics, pupils' progress is not good enough. The percentage of pupils attaining A\* to C grades in GCSE mathematics has been low since the previous inspection and slow to improve.
- The gap between disadvantaged pupils' and other pupils' achievement is still too large.
- A few teachers do not have high enough expectations of what pupils can achieve and they accept poorly presented work or do not follow the school's marking policy.
- A small proportion of pupils, especially boys, do not concentrate and they chat too much, slowing down progress in lessons. A few teachers fail to clamp down on poor behaviour.
- The impact of the large number of leadership changes since the previous inspection has yet to be overcome to restore parents', pupils' and staff's confidence in the future.
- A few subject leaders lack the drive and skills to inspire their teams to generate the highest possible outcomes.
- The success rate for re-take GCSE mathematics is low. In academic courses especially, a few teachers do not give pupils clear guidance about how they can improve their work.
- A few aspects of the curriculum need to change. Too little time is allocated to the programme for pupils' personal development, for example.

### The school has the following strengths

- The new Principal, most ably supported by the vice principal and other leaders, is generating stability and better teaching and progress for all pupils.
- Members of the Interim Executive Board (IEB) continue to be dedicated to the school's success.
- The school looks after pupils' welfare and supports those needing extra support very well.
- Attendance has improved.
- GCSE results are at least in line with national averages in several subjects. They were above average in English in 2015. Current pupils make good progress in several subjects.
- Practically all pupils feel safe; many enjoy school life and behave sensibly. Sixth formers are good role models for younger pupils.
- Funds for disadvantaged pupils are now used effectively so the gap between their progress and others narrowed in 2015.

## Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

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

- Improve progress and raise standards in mathematics by:
  - evaluating which groups of pupils, particularly in Year 11, are falling behind, and adjusting the teaching groups so that all pupils get the right level of support to make at least the expected progress from their starting points
  - identifying and focusing on the topics which pupils find particularly difficult
  - encouraging all pupils identified as needing extra help to take advantage of the support on offer
  - giving Year 11 pupils more guidance in answering GCSE questions, and sharing mark schemes with them.
- Increase the proportion of consistently good teaching by:
  - ensuring that, whatever pupils' starting points, teachers have high expectations of what they can achieve
  - checking that all lessons proceed at a good pace right from the start so that pupils do not lose concentration, for example when waiting to carry out a science experiment
  - demanding that teachers do not accept poorly presented or incomplete work
  - giving pupils, particularly in the sixth form, clear guidance as to how they can improve their work
  - developing pupils' confidence to reflect on their own and other pupils' work
  - all teachers applying the behaviour policy rigidly and insisting that all pupils listen to the teacher and to each other
  - persevering with actions taken to eradicate the very small number of lessons where teaching is not effective.
- Improve leadership and management by:
  - stressing the importance of all teachers following the school's marking policy
  - checking that all subject leaders analyse accurate and clear information about pupils' progress and plan actions to significantly tackle underachievement, particularly by disadvantaged pupils
  - insisting that subject leaders, especially in mathematics, motivate and direct all teachers in their teams to deliver successful lessons
  - increasing the time and strengthening the content of a) the personal social and health education programme b) English and mathematics re-take lessons in the sixth form and c) the creative arts carousel.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- One parent summed up what, understandably, many parents feel: 'The Mandeville School is in desperate need of stability'. Almost all of them referred to how the senior leadership changes and many cover and supply teachers in the last two years had undermined progress. Many staff also made their views on the leadership changes clear: 'Impacting greatly on the school's potential to improve'.
- The Principal agreed to the governors' request that she undertake a week's 'work experience' at the school to confirm her dedication to the post and determination to stay for many years (re-iterated in her first letter to parents). This, along with a full complement of staff, and firm action being taken over any poor teaching, indicates that the school is poised to move into a higher gear.
- Nevertheless, leadership and management require improvement until all subject leaders are totally effective in their work by driving improvements, knowing their team's strengths and weaknesses and constantly checking pupils' progress. Over half of the staff who responded to the online questionnaire stated that the school had improved since the last inspection but not every teacher generates rapid progress.
- Improvements to how pupil premium funds are spent mean that teachers know who these pupils are and the academic support they need. A senior leader evaluated the impact of 2013–2014 spending and then altered spending plans. The considerable reduction in the progress gaps between disadvantaged and non-disadvantaged pupils in 2015 is evidence that funds are being used well. Targeted pupils attended an activity course to raise their self-esteem and pastoral support has intensified for those with complex needs. Disadvantaged pupils' progress is now tracked in all years and all subjects.
- The continuing key focus, especially for disadvantaged pupils and those who underachieved at primary school, is to get things right from Year 7, as early intervention, particularly raising attendance and improving reading, has already set Years 7 and 8 pupils up well for later years. The experienced and effective special educational needs coordinator has highlighted the link between these pupils, lower attainers, disadvantaged pupils and those with personal issues. This means that support is tailored to these individual pupils' needs.
- Senior leaders know exactly what needs to be done, reflected in their short, sharp plans for the present academic year. In the last few months they have regularly monitored the quality of teaching and learning accurately, checked that assessments of pupils' progress are accurate, and provided well-considered professional development for all staff. The leadership of teaching, learning and assessment is good and it has led to marked improvements in the quality of learning. During the inspection, practically all staff conveyed a strong determination to work with senior leaders in the future, an enthusiasm for their roles and a focus on improving outcomes.
- In several subjects there is a strong focus on pupils' spiritual, moral, social and cultural development. Some aspects of pupils' personal development are not given enough time in the curriculum. Pupils have a general understanding of democracy, for example, but have not explored and discussed British values in detail. Watching the news once a week, they are aware of key global events but do not delve into the wider implications for their future lives. Leaders are quite clear about the curriculum changes which need to be made for the next academic year; plans are already in place.
- Despite the option subjects for GCSEs matching pupils' interest and aptitudes, the maximum number they can study in Years 10 and 11 restricts their broad education. The timetable arrangements for the creative arts carousel lessons do not support good learning. However, a good number of sports, musical activities, clubs, visits and trips contribute to many pupils' enjoyment of school life.
- Pupils are well prepared for their futures in terms of progression and careers advice. Only a few Year 11 pupils did not proceed into education, employment or training in 2015. Pastoral staff are more than aware of the personal issues within these pupils' lives. Along with external careers advisers, they continue to support them and welcome them back to the school should they change their minds about going elsewhere. To increase pupils' aspirations, many Year 9 pupils are visiting a university.
- A keen focus on pupils' reading and writing in all subjects and strong leadership have contributed to the English team's success. Teachers do not focus as much on numeracy skills but a recently appointed coordinator has good plans in place to strengthen this key aspect of pupils' mathematics. Pupils who speak English as an additional language are very well supported and make rapid progress acquiring fluency in English.
- The school organised a successful summer session for Year 6 pupils needing to catch up with basic skills. Along with at least one visit to all future Year 7s' primary schools, this helped Year 7 pupils to settle in quickly this year. Senior leaders are focusing on better progress in all years, not just those with

examination pupils. A parent wrote that her daughter is 'very happy, loves going to school and has settled in really well'.

- Despite their leadership concerns, parents have stuck with the school and the present Year 7 was oversubscribed. A parents' forum is up and running and the Principal is keen to liaise with all parents. In her first letter she wrote that, 'I am very much hoping that you will work with me ... as a daily supportive link with school for your child at home or as someone who has a voice about how we can improve our school'. All parents were invited to meet the Principal at an informal, pre-Christmas coffee morning. A parent of a pupil with special educational needs described the contact with staff in that department as regular and supportive.
- The Buckinghamshire Learning Trust (BLT) has invested much time and money to secure the school's future. Some of its consultants still provide valuable advice to specific aspects and subjects requiring support but the intensity of this external input is being reduced and streamlined to focus leadership and standards as the school's strengths increase.
- **The governance of the school:**
  - Members of the Interim Executive Board (IEB) have not wavered in their commitment, support and challenge for the school to succeed. They reflect insightfully on their involvement with senior leadership changes, which did not work out, but are fully confident that they now have an experienced and wise Principal and vice principal. Inspection evidence confirms their confidence.
  - Members of the board have the necessary expertise and experience, several of them in education, to understand fully the school's financial situation for example, or to appreciate that the allocation of extra funds has not generated the required progress in the past. Board members take a keen interest in disadvantaged pupils' progress.
  - IEB members fully support the actions taken to eradicate inadequate teaching, particularly in the last few months, as they know that they have accurate information about the quality of learning. They, and the Principal, are clear about the need for teachers' pay awards to be linked to the progress that the pupils they teach make.
- The arrangements for safeguarding are effective. Despite numerous personnel changes, staff have been vigilant about keeping records fully up to date. A member of the IEB checks procedures are adhered to. Regular and thorough child protection training is delivered by the BLT and all staff receive it regularly.

### **Quality of teaching, learning and assessment** requires improvement

- Learning is not good overall because a minority of teachers do not immediately stop pupils, particularly boys, talking when they should be listening. On rare occasions, a few teachers continue to explain work over background chatter. Pupils usually learn something in these lessons but not as much as they should and their work is likely to be poorly presented. A few teachers do not demand that pupils use sharp pencils, rulers when necessary, label and title graphs accurately or insist that work is completed.
- There are other reasons why teaching requires improvement. In a few lessons, boys manage to dominate responses to questions or the overall level of work is not hard enough to stretch pupils' thinking. When teachers do not follow the school's marking policy, they do not assess pupils' progress enough to give them clear guidance about how they can improve it. Pupils' welfare is not consistently promoted in physical education and food studies if the highest health and safety standards are not the key focus. It does not develop speaking in modern foreign languages if pupils answer most questions in English.
- The examples above contrast with the majority of lessons, which get off to a punchy start, proceed smoothly and have clear explanations: pupils are fully focused, interested and contribute willingly and work hard. A group of Year 11 pupils was fully absorbed in an extra mathematics session delivered with conviction and pace. Most learning support assistants contribute well in the lessons that they support, and skilfully help pupils to learn.
- Features of successful lessons included: teachers having very good relationships with pupils; reviewing past work to check understanding before moving on; using stimulating resources such as videos, pictures and quotations; asking pupils to answer questions others pose; relating work to real life and stressing key words to extend pupils' literacy skills. They also get pupils to mark and evaluate their own and other pupils' work; pupils, especially in Years 10 and 11, said that they find this helpful.
- Over four out of five of the Year 7 pupils who completed the online questionnaire feel that teachers give them work that challenges them. One observed that all the work in science was new and exciting. This not only bodes well for the future but reflects that improvements put in place over the last eight months have borne fruit and been strengthened this term.

## Personal development, behaviour and welfare requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Where, and if, bullying happens, it is taken extremely seriously by the school but pupils' comments revealed that an even stronger focus is needed to eradicate language such as 'gay' or the occasional thoughtless remarks that could be considered racist. Nevertheless, pupils lead anti-bullying assemblies, have set up an anti-bullying club and many met during the inspection were positive about the way bullying is handled. The Principal is keen to ensure that her sharp focus on behaviour (mentioned in her first letter to parents) will be linked to fewer incidents of bullying.
- In tutor time this term, several year groups have discussed sexting, child exploitation and appropriate online behaviour. Computing lessons also develop pupils' e-safety awareness.
- Staff receive regular updates on how to be alert to female genital mutilation and had 'Prevent' training in the summer term, which generated assemblies on this sensitive issue. The school has links with the local mosque and issues such as radicalisation are explored in tutor time and some subjects.
- The school works hard to ensure pupils' welfare, with a very strong pastoral support team and external organisations brought in whenever necessary. Case studies reflect the lengths to which staff go to get the right support from local agencies.
- A senior leader receives regular feedback from Blueprint School, attended by a very small number of excluded pupils, and also visits it to ensure that pupils' personal development and welfare has a high profile and that their behaviour is improving.

### Behaviour

- The behaviour of pupils requires improvement. As described above, if teachers do not follow the school's behaviour policy rigidly, pupils are happy to talk too much and not pay attention. In most lessons, they are keen to learn, take pride in the presentation of their work and ask and answer questions willingly.
- The majority of pupils move around the school sensibly with consideration for others. Some can be boisterous and a small minority intimidate younger ones, but the school takes firm action over any such incidents.
- Attendance has improved considerably since the previous inspection, although the gap between disadvantaged and other pupils has not disappeared. Attendance is close to average because the school works tirelessly with parents, the Youth and Social Services and uses a plethora of strategies to convince parents of the importance of education.
- The school struggles to reduce the number of persistent absentees but case studies show, for example, how hard staff support school refusers. If parents have not told the school about their child's absence, the school immediately sends them an email. Parents are strongly discouraged from taking holidays during term time. Attendance information is analysed by ethnicity, gender and other groupings. The number of exclusions and persistent absentees has fallen but remains a top priority, along with improving punctuality.

## Outcomes for pupils require improvement

- The percentage of pupils attaining five good GCSEs, including English and mathematics, has remained low since the previous inspection simply because pupils were not taught mathematics well enough in the past. The gaps between girls' and boys', and disadvantaged pupils' and others' progress narrowed considerably in 2015. However, only girls made close to the nationally expected progress in mathematics, while boys' and disadvantaged pupils' progress was well below that made by the same groups nationally.
- Mathematics is the key subject requiring improvement, but better progress is evident this term with a stronger teaching force and intensive monitoring by senior leaders and external consultants. The most effective teachers are working with Year 11, support for disadvantaged pupils is sharper and extra sessions for underachievers are happening, but some of them are not yet attended by all pupils who need extra help.
- Lower and middle attaining pupils' progress was much closer to the national figures for the same groups making expected progress in English and mathematics in 2015. However, the most able pupils' progress remained below the national proportion for similar pupils. Their science results, however, along with

those of other pupils, went up considerably in 2015. The school is determined to focus on increasing the percentage of high GCSE grades attained by the most able in all subjects.

- Only pupils who had statements of special educational needs made really good progress in English and mathematics in 2015. With significantly improved provision for all pupils who have disabilities and special educational needs, their progress is now much stronger. Most minority ethnic pupils, many of whom speak English as an additional language, achieve better than White British pupils. The very few pupils attending Blueprint School make good progress in mastering essential basic skills, such as improving their reading and numeracy. They also learn how to control their behaviour and overcome issues that generated their exclusion from the school.
- Year 11 pupils already meet the government's new floor standard measure to be introduced in 2016. This includes progress in other subjects as well as that in English and mathematics. In 2014 and 2015, pupils made good progress to attain above average A\* to C grades in most BTEC subjects, especially music and health and social care, and at least 50% A\* to C grades in all subjects except art, French and mathematics.
- Inspection evidence and the first, sharp assessments of pupils' progress so far this term, probed deeply by senior leaders and external consultants, confirm that current pupils' progress continues to be good in many subjects and is improving rapidly in others.

## 16 to 19 study programmes

## require improvement

- Learners start sixth form courses with below average standards. Outcomes require improvement so that all of them, particularly boys and those who are disadvantaged, make at least average progress and achieve more higher grades. The pass rate for the learners needing to re-take GCSE mathematics has been poor; that for GCSE English has been better. At present too little time and focus is allocated to these subjects.
- Nevertheless, results have risen since the previous inspection, with all learners attaining A\* to E grades, rising points scores per learner in 2014 and 2015 and an increasing percentage of the highest distinctions in BTEC diplomas. The two off-site sports academies and school BTEC courses are popular and match learners' abilities and aspirations well.
- The pro-active sixth form leader has introduced new academic courses, generating an increase in learner numbers, particularly among the most able, with more learners studying three A level subjects. However, the number of learners taking some courses is very small so that they do not experience high-quality debates or cross-fertilisation of ideas.
- The quality of teaching varies, partly depending on how experienced teachers are at planning academic and work-related courses at the right level to match learners' abilities. Learners describe how they learn well when they get clear feedback on what they have done and regularly assess their own and other learners' work. They would welcome more guidance on how to study on their own.
- Learners feel safe, well supported and confident that their progress towards their target grades is monitored regularly by teachers and the sixth form leader. They value having regular, end-of-topic tests.
- They also value the good quality, impartial, careers advice and the help they receive with university applications. Learners who study at the two linked sports academies attain valuable qualifications, which lead to worthwhile employment or further and higher education. Two weeks' work experience benefits learners' deliberations about their futures and the world of work. Half the learners who left in 2015 proceeded to university, the rest into employment, college or apprenticeship. Retention rates are good.
- Learners can take part in extra-curricular sport, music and clubs and the sixth form leader is working to expand the range of activities offered. Assemblies and a life skills programme, including safeguarding training, prepare them well for their future lives.
- Learners behave very well and are very good role models for younger pupils. They were seen helping younger pupils in physical education lessons and giving them excellent reading support. They are keen to build on research they carried out into what younger pupils feel about bullying.

## School details

<b>Unique reference number</b>	110497
<b>Local Authority</b>	Buckinghamshire
<b>Inspection Number</b>	10001624

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	989
<b>Of which, number on roll in 16 to 19 study programmes</b>	237–
<b>Appropriate authority</b>	Interim Executive Board
<b>Chair</b>	Louise Goll
<b>Principal</b>	Andria Hanham
<b>Telephone number</b>	01296 424472
<b>Website</b>	<a href="http://www.mandeville.bucks.sch.uk">www.mandeville.bucks.sch.uk</a>
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<b>Date of previous inspection</b>	8–9 October 2013

## Information about this school

- In the last two years there have been numerous staffing changes, including the Principal, senior and middle leaders and teachers. The present Principal took up post shortly before the inspection.
- The school is just above the average sized 11–18 school, with a sixth form that is increasing. The school roll includes pupils who are registered at the school but study full-time at Mandeville Sports Academy (one based at the school, another based at Chesham Football Club) and Mandeville Burnham Academy. Pupils complete the Level 3 BTEC in Sport along with a range of discipline-specific coaching awards in football, golf and fitness, whilst training regularly at local facilities.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is average, though it has increased in recent years. The pupil premium is funding for those pupils who are known to be eligible for free school meals and for looked after children.
- Close to three out of ten pupils are of White British heritage, one out of ten has an Asian heritage, predominantly Pakistani, with small proportions of pupils from several other minority ethnic groups.
- The proportion of pupils who receive support for disabilities and special educational needs is average.
- The proportion of pupils who speak English as an additional language is above average; few of them are at the early stages of learning English.
- A handful of pupils attend full-time alternative educational provision at Blueprint School, a nearby pupil referral unit.
- Since the previous inspection, the school has not met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. However, it does meet the government's new 'Progress 8' floor standard (replacing the current one in 2016).

## Information about this inspection

- Inspectors observed teaching and learning in over 45 part-lessons. Several lessons were observed jointly with senior leaders. In practically all lessons, inspectors looked at pupils' work in books.
- Inspectors met with groups of pupils and talked to others informally during breaktimes. Discussions were held with staff, including pastoral and academic senior and middle leaders. Meetings were held with the Chair and two other members of the Interim Executive Board, the Buckinghamshire Learning Trust monitoring officer, the previous acting principal and consultants supporting the school's improvements.
- Inspectors took account of 27 parents' responses to the online questionnaire, Parent View, and 15 parents submitted written comments. Inspectors also considered responses to online questionnaires completed by 23 members of staff and 84 completed by pupils, 80% of whom were in Year 7, the rest mainly sixth formers.
- Inspectors scrutinised a range of documents. These included the school's action plans for 2015–2016, standards and progress information, behaviour and attendance records and a range of policies.

## Inspection team

Clare Gillies, lead inspector	Ofsted Inspector
Patricia Goodhead	Ofsted Inspector
Suzanne Richards	Ofsted Inspector
Caroline Walshe	Ofsted Inspector



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