

Mansel Park Primary School

Culver Close, Porlock Road, Millbrook, Southampton, Hampshire SO16 9HZ

Inspection dates

10–11 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Under the guidance of the dedicated executive headteacher, the leadership team and governors have brought about rapid improvements since the previous inspection.
- School leaders and governors are determined to provide the best possible education for every pupil within a kind and caring community.
- The quality of teaching has improved and is consistently good across the school. Teaching is typically lively and engaging, allowing pupils to achieve good outcomes in most subjects.
- Teachers, as well as leaders, make very good use of assessment information. They plan work that is well matched to the needs of all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged.
- Pupils have very positive attitudes to school. They enjoy learning and behave well in class and when moving around the school. They feel safe in school because they know that adults care for them.
- Pupils are provided with a curriculum that is rich and exciting. It is very well planned so that pupils build their skills and knowledge progressively as they move through the school.
- The curriculum is enriched with plenty of additional experiences that add to pupils' learning and enjoyment of school.
- Children get off to an exceptional start in the early years. They are warmly welcomed into a safe and stimulating environment where they are taught well. They make outstanding progress across all areas of learning.
- Leaders at all levels are knowledgeable and have played a key part in transforming the school. They have all been very well trained and so provide good support and guidance to less-experienced colleagues.
- School leaders make excellent use of the partnership of four schools with which they work. They draw on the expertise of staff at all levels to secure good outcomes for pupils.
- Pupils' outcomes in reading are not as strong as they are in other subjects. This is because they do not always apply their early reading skills, including phonics, when they read.
- The quality of teaching is not yet outstanding because there are small pockets where gaps in pupils' learning are not addressed quickly enough.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes in reading by ensuring that:
 - pupils learn and apply their phonics knowledge to read fluently and confidently
 - pupils across the school are taught to understand and interpret what they read, both when reading for pleasure and when reading for information.
- Ensure that all teaching matches that of the best.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The executive headteacher, together with her highly experienced leadership team, has created a culture in which every pupil is expected to succeed. The school's values, 'Caring, Learning, Achieving', underpin all aspects of the school's work. This reflects the very high expectations that leaders have for themselves and for pupils.
- The executive headteacher has stabilised the school during a period of turbulence following the previous inspection. She has demonstrated her passion and dedication to making sure that each and every child receives the best possible education within a climate of trust and respect.
- One of the many strengths of leadership is the way in which senior leaders have managed to target leaders' skills to the most important aspects that are in need of improvement. The director for teaching and learning has provided extensive coaching for staff and this has led to significant improvements to the quality of teaching, learning and assessment.
- Leaders at all levels have been very well trained so that they offer a high level of support and guidance to their less-experienced colleagues. Staff report that there is always someone they can approach if they need additional help with any aspect of their work. Leaders visit classrooms, both formally and informally, and so they have a very good understanding of where improvements may be made.
- School leaders have an accurate view of the strengths and weaknesses of the school. They have created ambitious plans for development based on a thorough analysis of their performance. All staff and governors have been involved in these plans and so they know exactly what they are aiming to achieve. As a result, staff morale is high and there is a strong team spirit.
- There has been a relentless focus on improving teaching. Staff have been provided with training appropriate to their experience. They have visited other schools within the partnership and they frequently visit each other's classrooms. As a result, they have improved their skills so that the quality of teaching is consistently good.
- Leaders make extensive use of performance information to check that all pupils are doing as well as they should. They know that some pupils have gaps in their learning as a result of previously weak teaching. However, they are putting into place interventions and support so that those pupils make rapid progress to catch up with their classmates. Remaining gaps between some groups of pupils, including those who are disadvantaged, are quickly closing.
- The planned curriculum offers pupils exciting opportunities to think about their work and reflect on what they are learning. They carry out research and they use higher-order thinking skills, such as interpreting information, considering different points of view and drawing conclusions. As a result, their achievement in subjects other than English and mathematics is strong. Work in science, history, geography and religious education (RE) is of high quality.
- Pupils learn from a wide range of additional activities that add to their enjoyment of learning. They visit local places of interest, as well as some that are further afield. They

benefit from visitors to school and they contribute to local and international charities. They study different religions in depth and this promotes their spiritual, moral, social and cultural (SMSC) development effectively.

- The school is highly inclusive, valuing each and every pupil. This is seen in the value placed on pupils' work on display in classrooms and around the school. Pupils are taught to care for each other regardless of background and so are well prepared for life in modern Britain.
- The additional funding for sports is used very effectively to allow pupils to take part in sports that they may not otherwise have the chance to do. For example, pupils have opportunities to learn golf, table tennis and lacrosse. Professional coaches are employed to teach pupils, as well as to work alongside staff to develop their expertise. School leaders target the least-active pupils by offering a broad range of clubs and sports to inspire their interest.

Governance of the school

- Following reconstitution in September 2017, governors quickly got to grips with their roles and responsibilities. Governors understand and fulfil their statutory duties and hold school leaders to account for standards in the school. Governors know the school well and provide a good balance of support and professional challenge to school leaders. Through a robust analysis of performance information, they know what the school does well and where further improvements may be made. Governors work in close partnership with school leaders. They are involved in shaping the strategic direction of the school so that they understand what the school's long-term plans are. Governors are ambitious for the school and are proud of what they have achieved so far. They are deeply committed to enhancing the life chances for pupils by building on the success that has already been achieved.

Safeguarding

- The arrangements for safeguarding are effective. The school has a high number of vulnerable families and it works hard to ensure that they receive the help that they need. All staff have been well trained so that they can spot early signs that a pupil might be in need of help. There is a team approach to keeping pupils safe so there is always a member of staff with the expertise to address issues that come to light. Records of safeguarding concerns are thorough and very well maintained. This allows safeguarding leaders to keep a close check on the progress of those pupils who are in receipt of help. There are good working relationships with external agencies so that leaders can access support for those pupils and their families who are in need of help and support.
- Pupils say that they feel safe in school because adults are kind and supportive. They are taught to keep themselves safe from potential dangers outside school, including roads and railways. They learn about risks posed by substances, including tobacco and non-medicinal drugs. Leaders are very well aware of risks within the local area and take all possible steps to keep pupils safe. A culture of safeguarding permeates all aspects of the school.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment have improved since the last inspection and are consistently good across the school. Pupils currently in the school make strong progress from often below-average starting points.
- There are very positive relationships between adults and pupils and this inspires pupils to behave well in classrooms and as they move around the school. Teachers endeavour to provide pupils with interesting activities, calling for them to reason, to use evidence to draw conclusions and to research what they are learning. This motivates pupils and encourages them to want to learn.
- Teachers use assessment information very well to plan work for pupils that matches their needs and interests. Teachers know their pupils very well and so they provide work that offers all pupils the chance to make good progress. In classrooms, teachers maintain a good overview of what pupils are learning and provide timely interventions to move pupils on with their learning as soon as they are ready.
- Teachers have high expectations for pupils and they require them to work hard. Consequently, little time is lost in lessons. In most classes, there is a high level of challenge for the most able pupils, while less-able pupils are provided with good-quality support so that they understand what they are learning.
- One of the strengths of teaching is the way in which teachers ask pupils questions that make them think. This often inspires a lively discussion among pupils, who listen to what each other has to say with respect. In this way, pupils develop the confidence to speak and to offer their points of view. Classroom talk is a strong feature in most classrooms.
- While phonics and reading are taught well, pupils do not always have an opportunity to apply what they have learned consistently well across the school. There are too few opportunities for pupils to learn and practise phonics skills with written examples of the sounds they learn.
- Pupils have plenty of opportunities to practise their writing skills when learning other subjects and this has increased their stamina for writing. Pupils write at length in all subjects, as well as English, and this has increased their fluency and confidence. In most classrooms, there are helpful displays that support the teaching of writing and this helps pupils to make good progress.
- Mathematics lessons are well planned to meet the needs of all pupils. Work in their books shows that they cover a lot of ground across a range of different mathematical concepts. Work is usually presented clearly and neatly, showing accuracy and fluency. Prompts from teachers provoke pupils to think deeply and give reasons for their answers. They gain a good understanding, allowing them to progress well.
- Teaching assistants are well trained and provide good support to teachers and to pupils. Additional adults are carefully deployed to support the needs of individual pupils, as well as small groups of pupils. As a result, disadvantaged pupils and those with SEND are equally challenged in lessons and take delight in achieving their outcomes.
- Just occasionally, there is not always a high-enough level of challenge for average-

attaining pupils in the middle part of the school and their rate of progress is not as rapid as that of other pupils. School leaders are aware of this and are providing support and coaching for those teachers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Staff throughout the school provide a very high quality of care for pupils. As a result, pupils feel very safe in school. They know that there is always an adult on hand to sort out any worries and pupils are confident that their concerns will be taken seriously.
- Pupils love school and speak with pride about the work that they complete. They are happy and confident and very polite towards visitors. Staff support their emotional health exceptionally well. Pupils are highly positive about the support that they receive. As a result, they are highly motivated to learn. Pupils understand that they learn from mistakes and so are not afraid to take risks.
- Pupils know about different forms of bullying, including that related to modern technology. They say that it rarely happens and that any incidents are quickly dealt with. One pupil told inspectors, 'I don't think there is much bullying in our school. We learn about it in assembly.'
- The school has a clear set of values and these are promoted throughout all aspects of the school's work. Pupils understand these values and speak about how they impact on their life and work in school. The school's ethos is clear and it is celebrated through displays around the school. Pupils have opportunities to reflect on their learning and behaviour and this promotes their SMSC development effectively.
- The school provides exceptionally well for those pupils who are vulnerable and in need of help and support. The school has a number of highly experienced senior teachers who ensure that pupils are provided with the right support in and out of the classroom.
- Pupils are enthusiastic learners. They have built stamina and confidence and enjoy responding to the challenges posed by teachers. They demonstrate a determination to succeed, showing perseverance and resilience when tackling new learning.
- The large majority of parents and carers who responded to the online survey, Parent View, agreed that their children are happy, safe and well looked after in school.

Behaviour

- The behaviour of pupils is good. Teachers have implemented systems to manage pupils' behaviour consistently so that all pupils understand the high expectations placed upon them. As a result, they behave well in class, quickly responding to teachers' instructions.
- Pupils have a good understanding of right and wrong. They say that most pupils behave well for most of the time and that problems rarely escalate. They say that there is little discrimination and that they feel that they are all treated equally and fairly.
- While most pupils behave well, there are a few who find it difficult to manage their

own behaviour without prompts from adults. Their ability to control their own behaviour is not yet embedded.

- Pupils' attendance has improved and is now broadly in line with the national average for primary schools. Fixed-term exclusions have also decreased significantly.

Outcomes for pupils

Good

- School leaders have seen a substantial improvement in pupils' outcomes over recent years. Much of this is down to improvements to the quality of teaching, learning and assessment over the same period of time.
- One of the considerable successes of the school is the quality of work seen in books other than English and mathematics. Across a range of subjects, including science, art, history, geography and RE, pupils are expected to work hard. Work builds on what has been taught in previous years and so progress across these subjects is clear. Pupils are very well prepared for the next stage of their education.
- In 2018, pupil' rates of progress in reading were above average. In writing, they were broadly average. Pupils' progress in mathematics was well above average. Provisional data for 2019 shows a slight drop in reading but an improvement in writing. Disadvantaged pupils make similar progress to other pupils.
- Work in pupils' books shows that most pupils across the school make good progress in writing. This is because they are taught to write, spell and punctuate their work securely by the end of Year 2. There is a slight dip for middle-attaining pupils in Years 3 and 4 because previous gaps in basic skills have not yet been addressed. By the end of Year 6, pupils write fluently and confidently, showing a wide range of skills.
- Pupils say that they enjoy reading and that they read frequently in school across a range of subjects. However, some pupils in Year 2 struggle to work out words quickly. This is because they have not yet gained fluency in applying their phonics knowledge when decoding unfamiliar words.
- Pupils in Year 4 read competently but they have not yet mastered a wide-enough range of skills to tackle new words. Additionally, they have a legacy of weak skills because of previously weaker teaching. This means that they struggle to answer questions about the story. This is something leaders are aware of and they are taking action to bring about the required improvements.
- Pupils with SEND make equally good rates of progress as their classmates. This is because leaders have implemented new systems to track their progress and to put into place additional help and support. Sometimes, they are provided with additional programmes of work. At other times, they are provided with additional help from trained teaching assistants, allowing them to access the learning.

Early years provision

Outstanding

- Children get off to a wonderful start in the early years. They are warmly welcomed into a bright and attractive environment where they flourish, both in their academic progress and their social and emotional development. They are very well prepared for Year 1.
- Leaders of the early years have brought about significant improvement since the previous inspection. They have completely revitalised both the indoor and outside environment. There are designated areas for each aspect of learning, with spaces inside and out for children to read, write and carry out number activities. Resources and equipment are of high quality and very well looked after.
- All staff know the children very well and they provide a high level of care for them. As a result, children are happy and confident and they feel safe and secure within the provision. They all get on very well together, whether they are learning or playing. Children show respect towards each other and towards adults. They understand the routines and systems and so demonstrate exemplary behaviour.
- Children are curious about the world around them and are eager to learn. They maintain an interest in what they are doing, showing a high level of perseverance. For example, one group of children working with the teacher compared different types of sand to predict which would make the better sandcastle. They watched with fascination as sand was poured into containers to see what type would make the best sandcastle. They took great delight when their predictions were correct.
- From an early stage, children learn to read and write accurately. By the end of the Reception Year, they write simple sentences using neat handwriting, generally correct spelling and mainly accurate punctuation. Some write short stories and factual accounts of activities that they have undertaken. Consequently, they make exceptional progress from their often-low starting points.
- There are plenty of opportunities for children to learn and practise their number skills. There are counting activities everywhere and so children independently practise counting. One small group, working with the teacher to create tally charts, showed a good understanding of the need to record their work accurately. They counted carefully, showing good one-to-one correspondence.
- Staff have very high expectations for children. They use assessment information very well to plan learning experiences that are very well matched to children's needs and interests. All children, whether they are working with adults or choosing their own learning, make at least good, and often better, progress. The proportion of children reaching a good level of development has increased year on year and is now above average.
- Disadvantaged children and those with SEND are provided with targeted support and they progress at similar rates to their classmates. From the beginning, they are taught phonics and this gives them an early start in reading. They are given precise help that enables them to write neatly and to count accurately.
- The early years leader has an excellent understanding of the strengths of the provision and has clear plans for further development. She provides an exciting curriculum that engages pupils and motivates them. She ensures that all staff have a thorough understanding of what they are doing and she leads her team exceptionally well.

School details

Unique reference number	131272
Local authority	Southampton
Inspection number	10088153

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The governing body
Chair	Howard Whitehead
Headteacher	Gerida Montague
Telephone number	023 8077 6162
Website	www.manselpark.net
Email address	head@manselpark.net
Date of previous inspection	29 March 2017

Information about this school

- The school is larger than most primary schools and pupils are taught in single-age classes.
- There is a formal partnership with four other local schools. In September 2017, the school federated with another primary school. The executive headteacher has overall responsibility for the five schools.
- Since the previous inspection, there has been a substantial turnover of staff, including at leadership level. Several leaders work across all five schools. The governing body was reconstituted in September 2017 and has representation membership in four schools.
- Most pupils are of White British heritage, with very few who speak English as an additional language. The proportion of pupils with SEND support has fallen but remains above the national average for primary schools. The proportion of pupils who are supported by an education, health and care plan is broadly in line with the national

average.

- The proportion of disadvantaged pupils is higher than the national average.

Information about this inspection

- The inspectors observed teaching and learning in most year groups alongside the executive headteacher and other school leaders. They looked at work in pupils' books and listened to pupils reading in Year 2 and Year 4.
- Inspectors observed pupils in classrooms, in the playground and as they moved around the school. Two inspectors met with pupils formally to find out their views of the school.
- Meetings were held with school leaders and two governors. A meeting also took place with an adviser from the local authority.
- Among the documents scrutinised were the school's own self-evaluation, plans for development, and information relating to pupils' behaviour and attendance. Inspectors also looked at minutes from governors' meetings, as well as information showing how the school keeps pupils safe.
- The inspectors took into account the views of parents by analysing the 27 responses to the online survey, Parent View. They also considered 10 responses to the free-text service, as well as an email received from one parent.

Inspection team

Joy Considine, lead inspector	Ofsted Inspector
Kevin Parfoot	Ofsted Inspector
Marcia Northeast	Ofsted Inspector

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