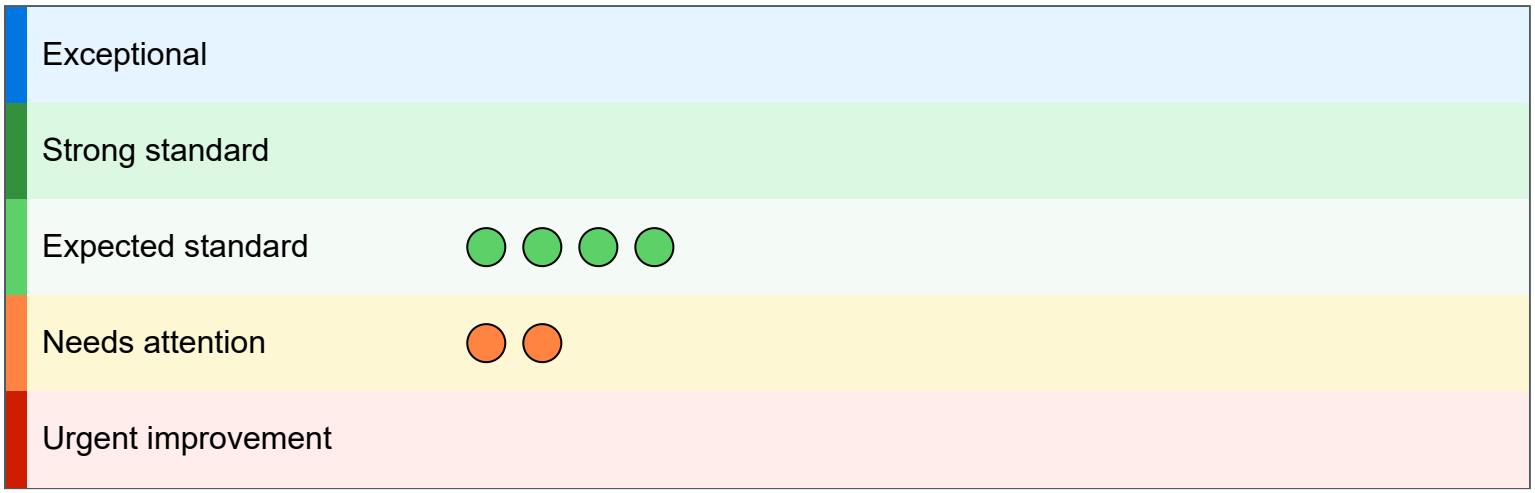
Mangotsfield School

Address: Rodway Hill, Mangotsfield, Bristol, BS16 9LH

Unique reference number (URN): 142008

Inspection report: 9 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Curriculum and teaching

Expected standard

Leaders check the effectiveness of the curriculum carefully. It is broad and ambitious. They act to make changes and adaptations so that it is well-suited to pupils. As a result of this, some parts of the curriculum have been carefully re-worked. Leaders publish the knowledge they want pupils to be able to recall. Pupils learn this and build their recall of the important information they need in each subject.

Teachers use common strategies to teach the curriculum, such as building pupils' oracy and routinely checking what pupils know and understand. Alongside appropriate adaptations, this supports pupils with special educational needs and/or disabilities to progress with their learning. Teachers develop their expertise through a well-planned learning programme. As a result, the curriculum is mostly well implemented, with some work ongoing to secure these strategies further so that they impact well across the curriculum.

The school plans additional teaching for pupils who have gaps in their knowledge of the fundamental skills of reading, number fact and writing. A well-planned approach to early reading teaches pupils phonic sounds and builds their fluency skills. This is alongside a whole-school approach to reading, including a regular tutor reading programme where pupils enjoy a shared text together. Pupils develop the skills they need to learn the curriculum.

Inclusion

Expected standard

Leaders know their pupils well. They work carefully to identify pupils' needs and put in strategies to address any barriers pupils may face. Typically, these work well to support pupils. Leaders work closely with parents and carers, and with external professionals, to review and evaluate their actions. The 'Oak Hub' provides support to pupils with special educational needs and/or disabilities who need it. Some pupils use this space when they need some time or quiet space. 'The Branch' provision supports key stage 4 pupils who benefit from a re-shaped curriculum that prepares them for their next steps post-16.

Leaders are assiduous in their planning and use of additional funding to ensure pupils who are disadvantaged benefit from well-matched strategies and actions. Careful oversight of this makes sure pupils benefit from this work. The designated teacher works closely with the virtual school to make sure pupils' needs are understood and met well.

An increasing number of pupils who speak English as an additional language have joined the school. Leaders put in effective interventions to support those pupils who are in the early stages of language acquisition.

Appropriate alternative provision provides additional support for pupils and is well matched to their needs. Leaders check the effectiveness of this.

Leadership and governance

Expected standard

Leaders have a very well-informed view of the school's strengths and areas for development. Working with trust leaders, leaders maintain close oversight of the impact of their work. They prioritise areas for improvement with clear rationale and with the understanding of how this will improve the school for pupils.

A local community council works with leaders to provide support and challenge. They provide a well-established connection with the community and stakeholders' voice. They share feedback and reflection which contributes to the decisions the school makes. The trustees have full responsibility for governance of the school. Through the trust leaders, and their engagement with the school, they maintain a clear oversight of the school's priorities.

Working within a growing trust, leaders benefit from networks and peer collaboration to evaluate their work and share their practice with others. Beyond this, leaders work with the local authority and other schools locally to share expertise and develop their work.

Leaders have prioritised building trusted and strong relations with parents, carers and the community. As a result of this work, parents typically responded very positively to the Ofsted survey. Staff describe the energy of the leadership team and feel supported by in their consideration of staff workload and wellbeing. Leaders plan a relevant and supportive programme for professional learning which staff value.

Personal development and wellbeing

Expected standard

Leaders have designed a cohesive and relevant programme for the development of pupils. They map the strands of learning through the school so that pupils experience a wealth of wider opportunities.

The personal, social and health education curriculum deepens pupils' learning as they get older. Leaders use this learning to focus on issues that are especially relevant to pupils. They make sure pupils understand how to look after their safety, both online and in the community. Pupils learn to look after their physical and mental health. The relationships and sex education and health education programme teaches pupils about consent, relationships and respect in an age-appropriate way.

The school council represent the views of their peers. They work with the school to provide support for charity and to contribute to the plans of the school. Pupils have a knowledge of fundamental British Values and how they are enacted in school. Pupils show respect and tolerance.

The school plans 'challenge days' to ensure all pupils experience a range of wider experiences. These complement their curriculum learning. For example, Year 8 pupils visited the Natural History museum and enjoyed the Christmas lights as they travelled through London. The school offers a wide range of clubs and trips. They consider how well pupils participate and consider what activities pupils would enjoy.

The school's careers education curriculum is carefully designed to prepare pupils well for their future decisions, when selecting options and when planning their next steps for post-

16. Leaders make sure planned work experience is valuable and meaningful for pupils.

Plans for the personal development of pupils are highly inclusive. Leaders evaluate their work to consider how well it develops all pupils. The school hosts a ‘community breakfast’ inviting the community to work with the school in a reciprocal way. As a result of this, planned projects engage and support pupils.

Needs attention

Achievement

Needs attention

In published examinations, too many pupils do not achieve outcomes in line with national averages in some subjects, such as mathematics or humanities. Low attendance or not learning enough of the planned curriculum, means some pupils do not achieve well. However, pupils who are disadvantaged achieve similar outcomes to that of disadvantaged pupils nationally. Whilst many pupils do secure outcomes that prepare them well for the next steps, too many do not.

However, thorough work by leaders to improve pupils’ achievement is evident lower down the school. Areas of the curriculum have improved and, as a result, pupils are learning more. Pupils' work shows they make appropriate progress through the planned curriculum.

The school identifies where pupils’ learning starts from. They use this to support all pupils and make sure they learn the essential knowledge for literacy and numeracy. Pupils who attend ‘The Branch’ who might have a number of gaps in their learning, develop these skills well.

Attendance and behaviour

Needs attention

While leaders take positive action to improve pupils’ attendance, attendance remains below the national average. Persistent absence is close to average, although not for all groups of pupils. Pupils who have special educational needs and/or disabilities, and disadvantaged pupils especially do not attend well. Too many are persistently absent. Leaders act diligently to improve attendance. They collaborate closely with parents and carers to remove barriers that might get in the way of attending school. While this work has seen some relative improvements, there is more to do.

The school’s atmosphere is calm and orderly. Leaders have established clear expectations for behaviour. Routines and respectful relationships with staff mean pupils typically conduct themselves well. Pupils are understanding of one another. Bullying or derogatory behaviours are quickly addressed, although incidents are low in number. Pupils feel happy and safe. Reasonable adjustments help to support pupils who need it. In lessons, pupils listen and engage with their learning. They share their ideas through discussion or class contributions. Systems for supporting pupils and providing pastoral care mean pupils receive the care, help and guidance they need.

What it's like to be a pupil at this school

Pupils are welcomed to Mangotsfield School. They describe the school as feeling like they belong to a caring community. Pupils are happy, safe and cared for. Clear expectations and routines prepare pupils for their learning, and for the day ahead.

In lessons, pupils follow the school's expectations for learning. Lessons are calm. Staff know the pupils well. They understand the barriers some pupils face to their wellbeing or their learning. Staff generally remove barriers well so that pupils have the support they need.

At the start of the day, pupils routinely revisit the essential knowledge they need to know for each subject. This helps pupils to become more confident in recalling and remembering their learning. At the end of key stage 4, not enough pupils have achieved well across their examination subjects. However, changes to the teaching of the curriculum and evidence of pupils' work in key stages 3 and 4 show that pupils are making better progress through the curriculum now.

Pupils say they feel comfortable to be themselves at school. Bullying or derogatory behaviours are not common. When it does happen, staff respond quickly to address it. It is not tolerated. There is a high level of pastoral care and support for pupils. Although pupils' attendance to school has got better, some groups of pupils do not attend school well enough. Leaders work closely with pupils and their families to increase attendance.

Leaders plan a wide range of broader experiences for pupils through clubs, speakers visiting the school and trips. For example, pupils enjoy a range of sports and arts clubs. Some pupils complete the Duke of Edinburgh's Award. Leaders shape these opportunities around pupils' interests and talents. 'Challenge Days' means all pupils take part in a wide range of planned events.

Next steps

- Leaders should continue to develop staff expertise in using the planned pedagogical strategies to teach the curriculum, so that the curriculum is effectively and consistently implemented across all parts of the curriculum.
- Leaders should make sure the planned actions to improve pupils' outcomes are reviewed and prioritised, so that pupils achieve well from their starting points.
- Leaders should ensure that their work to improve the attendance of pupils continues to be robust and well evaluated, so that pupils attend school well, especially pupils with special educational needs and/or disabilities.

About this inspection

The school is part of Castle School Education Trust, which means other people in the trust have responsibility for running the school. The trust is run by the chief executive officer,

William Roberts, and overseen by a chair of trustees, chaired by Simon MacSorley.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with senior leaders, the CEO, a trustee and chair of the local community council during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with the information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following about the school:

The school currently makes use of seven alternative provisions, including five that are unregistered.

Headteacher: Hetty Blackmore

Lead inspector:
Rachel Hesketh, His Majesty's Inspector

Team inspectors:
Matthew Collins, Ofsted Inspector
Helen Coulson, Ofsted Inspector
Kathy Maddocks, Ofsted Inspector
Sandy Hayes, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 9 June 2026

School and pupil context

Total pupils

1,158
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,200
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

23.58%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.54%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

14.77%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	34.8%	45.4%	Below
2023/24 (final)	35.1%	45.9%	Below
2022/23 (final)	33.7%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	41.3	46.1	Below
2023/24 (final)	42.2	45.9	Close to average
2022/23 (final)	42.5	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.30	-0.03	Below
2022/23 (final)	-0.15	-0.03	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	13.0%	25.8%	Below
2023/24 (final)	15.4%	25.8%	Below
2022/23 (final)	10.9%	25.2%	Below

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	30.4	34.9	Close to average
2023/24 (final)	31.9	34.6	Close to average
2022/23 (final)	32.2	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.82	-0.57	Close to average
2022/23 (final)	-0.82	-0.57	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	13.0%	53.1%	-40.1 pp
2023/24 (final)	15.4%	53.1%	-37.7 pp
2022/23 (final)	10.9%	52.4%	-41.6 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	30.4	50.4	-20.0
2023/24 (final)	31.9	50.0	-18.2
2022/23 (final)	32.2	50.3	-18.1

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.82	0.16	-0.99
2022/23 (final)	-0.82	0.17	-0.99

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	89%	92%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	94%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.2%	8.4%	Above
2023/24 (3 term)	10.8%	8.9%	Above
2022/23 (3 term)	10.1%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	26.6%	23.4%	Close to average
2023/24 (3 term)	28.9%	25.6%	Close to average
2022/23 (3 term)	28.0%	26.5%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at https://reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026

© Crown copyright