

Mangotsfield CE VC Primary School

Inspection report

Unique Reference Number	109164
Local Authority	South Gloucestershire
Inspection number	309907
Inspection dates	16 October 2007
Reporting inspector	Christine Huard

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 on roll	
School	392
Appropriate authority	The governing body
Chair	Mrs Nikki Nicholls
Headteacher	Mr Mark Cripps
Date of previous school inspection	23-26 September 2002
School address	Church Farm Road Emersons Green BS16 7EY
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- a.) The effectiveness of systems to track progress and how well this information is used to decide on actions to raise standards in writing throughout the school and improve the progress of pupils in Years 3 and 4.
- b.) The outcomes of the provision for the Every Child Matters agenda, particularly in relation to the pupils' understanding of healthy lifestyles, in order to confirm that pupils' personal development and well-being are a strength of the school.
- c.) The success of recent initiatives, and the contribution of all staff, including those with leadership and management responsibilities, in further raising standards and driving the school forward.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Most pupils attend this large primary school from the local area. A significant minority are from military families, which means that there is a considerable movement of pupils in and out of the school each year. Nearly all pupils are of White British descent and none is at an early stage of learning English. Attainment on entry into Reception varies from year to year but normally meets expectations for four-year-olds, although attainment in early writing skills is below that expected. The headteacher took up post in January 2007.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It provides a good education for its pupils in a stimulating learning environment. The school's values expressed as 'Lighthouses' underpin the Christian ethos and make an outstanding contribution to pupils' personal development. Parents are very supportive of the school. One comment reflected the opinions of many, 'Mangotsfield is a good school where children and parents are made to feel welcome.'

Children in the Reception class receive a good start to their education because activities are matched well to their needs in an exciting learning atmosphere. Throughout the school, pupils make good progress and achieve well. They reach standards that are well above average in reading, mathematics and science. However, 2007 national tests, at the end of Year 6, showed that writing standards are lower. This is mainly because too few pupils attained the higher Level 5. Whilst pupils produce a wide variety of writing, and the content is often good, punctuation and grammar skills are not good enough. Lower attaining pupils make good progress because of the quality of support they receive as a result of good monitoring.

The school lays a great emphasis on pupils being fully involved in their own learning. When visiting each room, it was evident from the very good behaviour and enthusiastic responses that pupils greatly enjoy their education. Teachers ensure that pupils know what they are going to learn. Resources such as interactive whiteboards are used skilfully by teachers and pupils alike. This collaboration helps make explanations clearer and lessons more interesting. Classroom management and organisation are particularly strong and teachers plan a good range of activities that enable all pupils to be purposefully employed even when not directly supervised. They respond to questions thoughtfully and are encouraged to explore and share ideas with their 'talk partners'. Teachers assess work accurately and use the information gained to plan future work that is well matched to pupils' differing needs. Older pupils say marking helps them to understand what they need to do to improve their work and they find the use of 'must', 'should' and 'could' targets useful and challenging. Most teachers are beginning to involve pupils in the assessment of their own learning, but this is inconsistent across classes and means not all pupils are developing these self-evaluation skills at the same rate.

It is evident from walking round the school that there is a stimulating and vibrant curriculum. Lively and exciting displays of pupils' work bring the school to life and are evidence of the way in which pupils' achievements are valued and celebrated. Learning themes embrace many disciplines and subjects and ensure that pupils understand they are growing up in a culturally diverse society. Enrichment afternoons - where pupils have the opportunity to learn skills they would not otherwise experience, such as 'scrap-booking' or French, as well as a wide range of visits and visitors - all serve to enrich pupils' learning. An excellent programme for the personal, social and health education of the pupils contributes effectively to their outstanding personal development.

The pupils are extremely well nurtured, and the care and concern that is provided for them on a day-to-day basis is outstanding. Both their personal and academic development are very carefully monitored from the time they enter the school. The student welfare group is an especially good innovation. It is providing considerable aid to pupils with specific difficulties. Pupils say there is always someone they can talk to about problems – and they do get sorted out

Pupils learn and play together in a harmonious atmosphere. Playground buddies ensure that all those who want to play have the opportunity. Pupils are lively and responsive in class, and thoughtful and reflective in assemblies. They have an excellent understanding of the need to stay safe and the importance of a healthy lifestyle. They enthuse about the wide range of playground activities and the use of the 'trim trail'. They chatter knowledgeably and excitedly about eating healthily and how the school chef makes lunch time an enjoyable occasion each day with his 'tasting trays' and beautifully presented food. They recognise that they have a responsibility to others and proudly relate their involvement in local and national charity fund-raising activities. The school councillors are very active, take their roles very seriously and have a mature outlook in considering how they can make things better for the school and its pupils. 'We like to get a job done once we've started.' Pupils are very aware of contemporary environmental concerns. Pupils' well developed skills in numeracy and literacy and in collaborative working provide a good preparation for future economic well-being.

The headteacher provides strong, supportive leadership. He has a clear vision for the direction of the school and this is shared by staff and governors alike. Staff and governors know how well the school is doing, and their self-evaluation is accurate. There is a clear understanding of what the school needs to do to improve further and challenging targets have been set. There is a good capacity to bring about these improvements. The school uses data well to check its own performance and the monitoring system to evaluate the quality of teaching and learning is thorough and vigorous. The much more rigorous tracking systems introduced last winter are enabling the staff to identify problems more precisely and sooner. This is reflected in the actions taken to improve mathematics where standards have improved significantly. They have also enabled the school to take appropriate actions to improve the progress made by pupils in Years 3 and 4, which is now good. Management responsibilities have been distributed more widely and subject leaders make a good contribution. Their role has significantly developed in the last year. Teachers share good practice and are mutually supportive. The governors provide good support and challenge and are fully involved in the strategic development of the school. The school development plan provides a very good basis for ongoing improvement and is closely linked with both the Every Child Matters agenda and the school's own 'Lighthouse' statements.

Effectiveness of the Foundation Stage

Grade: 2

Children in the Reception classes make good progress and most join Year 1 having exceeded the standards appropriate for their age, except in writing. Teaching is lively and stimulating and enables the children to learn effectively. Teachers make particularly good use of the exciting outside area, planning interesting activities to support all the areas of the Early Years curriculum. There is a good balance between

those activities led by the teacher and those that children choose for themselves. Visits and visitors, as well as lively, interesting themes, make the curriculum and learning relevant and exciting. The care and attention to children's welfare is good. More emphasis is being paid to the development of early writing skills as a result of the rigorous monitoring undertaken and the whole school focus on this area. Children are prepared well for their future learning by a keen emphasis on developing their social skills.

What the school should do to improve further

- Improve pupils' grammar and punctuation skills in order to raise standards in writing.
- Involve pupils more consistently in the assessment of their own day-to-day learning.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The effectiveness of boarding provision	
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



17 October 2007

Dear Pupils

Inspection of Mangotsfield CE Primary School, Emersons Green BS16 7EY

Thank you for the very warm welcome you gave me when I visited your school. You certainly seem to be very happy and it was good to hear how you enjoy your work and all the extra activities in which you are involved. I think your school gives you a good education and is working hard to make it even better.

These are the things I liked best:

- You behave very well and are really keen and enthusiastic about your learning. You understand well the 'Lighthouses' and try hard to live up to them in your work and play.
- You are all doing very well in reading, mathematics and science.
- You really understand the importance of having a healthy lifestyle, and I am glad you enjoy your 'Trim Trail' and school lunches so much.
- Teachers make learning interesting for you, and you know how to improve your work from marking and target setting.
- You have a varied curriculum and your learning themes are really exciting and interesting for you.
- The teachers and staff take excellent care of you while you are in school.
- Your headteacher, deputy headteacher and governors lead the school very well and are very keen to make it even better.

I think that a very few things could be even better:

- You do quite well in writing but you need to improve your punctuation and grammar skills.
- I think you should have more chances to let your teachers know how well you have understood your lessons – this would enable your teachers to know immediately who needs more help and who can be challenged even more.

I am glad you enjoy your school and hope you will continue to work hard.

Very best wishes

Mrs Christine Huard
Lead inspector