

Mansbridge Primary School

Octavia Road, Swaythling, Southampton, SO18 2LX

Inspection dates 18–19 April 2013

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher leads a strong team of staff and governors who are committed to driving up standards and ensuring that all pupils achieve well both personally and academically.
- Pupils start school with skills that are well below those expected for their age. They work hard and make good progress to reach standards that are broadly average in English and mathematics by the end of Year 6.
- Teaching is consistently good with an increasing proportion that is outstanding. Lessons are well planned to meet the learning needs of individual pupils.
- The curriculum is broad and balanced, and provides pupils with opportunities to use their literacy skills when learning other subjects. Reading is given high priority and consequently most pupils enjoy reading.
- Inclusion underpins the school's values and ethos. All pupils are treated equally regardless of background, and discrimination on any grounds is not tolerated.
- Pupils enjoy school. They behave well and show respect towards adults and each other. Warm relationships between staff and pupils ensure that they feel safe and well cared for in school.
- School leaders have worked hard with parents and carers to improve pupils' attendance and this is now broadly average.
- School leaders and governors have an accurate understanding of the school's strengths and areas for development. They have brought about significant improvements since the previous inspection, demonstrating the school is well placed to improve further.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to secure outstanding achievement for all pupils.
- Not enough pupils reach the higher levels in reading and writing by the end of Year 6.

Information about this inspection

- Inspectors observed 14 lessons or parts of lessons, including four that were jointly observed with the headteacher. They listened to pupils read and they looked at work in their books.
- They held discussions with senior leaders, pupils and members of the governing body. A discussion was held by telephone with the local authority adviser.
- Inspectors observed pupils' behaviour in and around the school, and they attended an assembly and observed activities during breakfast club.
- Inspectors looked at a number of documents including school improvement plans, pupils' assessment and tracking information, the governing body minutes and information regarding the safeguarding of pupils.
- The views of parents and carers were considered through the 14 responses to the online questionnaire Parent View, and through informal discussions with parents and carers at the start of the school day.

Inspection team

Joy Considine, Lead inspector

Additional inspector

Christopher Crouch

Additional inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of pupils eligible for pupil premium funding (additional funding to support pupils known to be eligible for free school meals, pupils who are in the care of the local authority or pupils from service families) is much higher than average.
- The proportion of pupils who are from minority ethnic groups and who speak English as an additional language is broadly average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a breakfast club and after-school clubs for pupils.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by:
 - setting lesson objectives that focus on what pupils are to learn instead of the activities they are to complete
 - making sharper use of assessment information so that each lesson builds on previous work to ensure that pupils develop their skills, knowledge and understanding sequentially.
- Increase the proportion of pupils gaining higher levels in English and mathematics by the end of Year 6 by:
 - setting clear expectations about how much work should be completed so that they achieve more in lessons
 - providing opportunities for pupils to respond to teachers' marking by correcting and improving their work.

Inspection judgements

The achievement of pupils

is good

- All pupils, including those who speak English as an additional language, make good progress from their starting points, which are well below those expected. Standards have improved since the previous inspection and are broadly average in English and mathematics by the end of Year 6.
- Too few pupils reach higher levels in writing and mathematics. This is partly because they do not always correct and improve their work and partly because, in some lessons, they are not sure how much work they are expected to complete. In a few lessons, more-able pupils do not always get work that is hard enough or receive extra challenge when they have completed their work.
- Pupils eligible for the pupil premium funding achieve as well as, and often better than, other pupils. This is because their progress is rigorously tracked and appropriate support is put into place to meet their individual learning needs. Consequently, compared to pupils not eligible for pupil premium funding, they achieve well in both English and mathematics.
- Disabled pupils and those who have special educational needs achieve well and make progress in line with their classmates. Skilled teaching assistants provide tailored support both in the classroom and through the provision of small-group work to address particular gaps in their learning.
- Children get off to an excellent start in the Early Years Foundation Stage. They make good, and sometimes outstanding, progress in their development because adults provide learning experiences that meet their learning needs exceptionally well. They read and write simple sentences, and count confidently to 10 and beyond. They get on well together, playing and working happily alongside each other.
- Most pupils enjoy reading and have developed a range of strategies, including phonics (linking sounds and letters), to read unfamiliar words. Pupils in Year 1 read confidently with understanding. Some proudly told inspectors that they liked 'chapter' books. Older pupils read both for pleasure and to find information. Most class topics feature a book to stimulate pupils' imagination. For example, pupils in Year 5 were discussing the myth, '*Pandora's Box*', to link with their study of Ancient Greeks.
- Pupils practise their writing skills when learning other subjects and this helps to develop their fluency. They write imaginatively with an increasing range of complex vocabulary to engage the interest of the reader. However, rates of progress vary across the school with better progress in Key Stage 1 and the upper years in Key Stage 2.
- Pupils make good progress in mathematics. They have a secure understanding of basic number and apply their skills to solving problems in a range of contexts. As they move through the school, they become more independent in making choices about appropriate methods and accurately arrive at the correct solutions.

The quality of teaching

is good

- Teaching is typically good and occasionally outstanding. All teachers have established a positive climate for learning in which good relationships between staff and pupils effectively contribute to pupils' learning. Pupils behave well in lessons and enjoy learning.
- There is a team of highly skilled teaching assistants who provide targeted support for individual pupils and small groups who need additional help. Consequently, disabled pupils, those who have special educational needs and pupils entitled to pupil premium funding make good progress in line with their classmates.
- Teaching in the Early Years Foundation Stage is outstanding. Staff plan learning activities that are matched precisely to the needs of children. There is a good balance of activities that are led

by adults and those that children select for themselves. Children get on very well together and share, take turns and cooperate exceptionally well with each other and with adults.

- Most lessons are well planned with a range of good-quality resources to stimulate pupils' learning. Although teachers set objectives for lessons, these sometimes refer to what the pupils are to do rather than what they are to learn. Consequently, some pupils are unsure about the purpose of the lesson and what they are expected to learn.
- The best lessons extend previous learning so that pupils develop their skills systematically through opportunities to practise and develop their literacy and numeracy skills in real-life situations. Most teachers plan activities that meet pupils' individual learning needs and encourage an enthusiasm for learning. A few teachers do not make enough use of assessment information to plan lessons that build on what pupils already know and understand.
- Most teachers have good subject knowledge and use questioning effectively to gauge pupils' understanding and to develop and extend their ideas. Pupils respond enthusiastically to teachers' questions. In lessons, they share their ideas and discuss their work with each other, and this helps them to make good progress.
- Teachers regularly check pupils' understanding during lessons and they make adjustments to address any misunderstandings that occasionally arise. They mark pupils' work regularly and thoroughly but there are too few occasions for pupils to respond to their comments by editing and improving their work, and this slows their progress.

The behaviour and safety of pupils are good

- Pupils are friendly and helpful, courteous to visitors and show respect toward staff and to each other. They get on well together and respect the faiths, beliefs and cultures of those from backgrounds different to their own. Inclusion is a strength of the school and discrimination on any grounds is not tolerated.
- Staff apply the school's behaviour policies consistently so that all pupils understand the expectations. Consequently, they behave well in lessons and when moving around the school. Very occasionally, when the pace of a lesson slows, they become distracted and begin to chat among themselves.
- Pupils feel safe in school. They understand different forms of bullying such as cyber-bullying and name-calling but say there is very little and that adults are always on hand to sort out minor issues that may occasionally arise. Records kept by the school show a marked reduction in the number of incidents of poor behaviour and there have been no exclusions in recent years.
- Parents and carers, and staff, who expressed a view, feel that behaviour is usually good and that pupils are safe. Attendance has improved significantly and is broadly average. Pupil premium funding has been partly used to support eligible pupils to attend breakfast club and the after-school clubs. Breakfast club has improved attendance and provides pupils with a settled and nutritious start to the school day.
- Pupils have a good understanding of how to stay safe outside school. Through the curriculum for personal, social and health education, they learn about road safety and the dangers associated with traffic, as well as dangers posed by substance and tobacco abuse.

The leadership and management are good

- School leaders are ambitious and have successfully focused relentlessly on driving up standards

and improving the quality of education for all pupils. They have an accurate view of the strengths of the school and well-focused plans for further improvement.

- Teachers' work is checked frequently, and support and guidance is provided to help them to reflect on their teaching and how they can improve their practice. This ensures that the headteacher and senior leaders have a clear view of teaching and what needs to be done to improve it further.
- A clear system for professional development is linked to the needs of staff as well as those actions in the school improvement plan. Previously weaker teaching has been addressed through robust systems for performance management. However, there are occasions when weaknesses found in pupils' books are not always addressed or followed up by middle leaders.
- Teachers all have performance targets linked to pupils' achievement and progression on the pay scale is dependent on the quality of their work.
- The curriculum is broad and balanced, and promotes pupils' spiritual, moral, social and cultural development effectively. Pupils particularly enjoy learning the Chinese language together with aspects of life in China, adding to their cultural development.
- School leaders ensure that all resources, including the pupil premium, are used carefully for the benefit of all pupils. Part of this funding has been used to support educational visits, to purchase additional resources and to provide additional help for needy pupils. This has led to all pupils achieving equally well, regardless of background.
- The school is rightly perceived to be 'good' by the local authority and therefore receives 'light-touch' support.

■ **The governance of the school:**

- The governing body fulfils its statutory duties well. Governors undertake appropriate training to ensure that they are well informed about local and national initiatives. They visit school regularly and receive high-quality information which they use to monitor and challenge the performance of the school. They know about the quality of teaching and how their school compares to others through robust analysis of pupils' progress information. They are involved in setting performance management targets for the headteacher and know there is a similar process in place for staff. Governors ensure efficient financial management and check that funds for those pupils in receipt of pupil premium funding are used effectively to provide the additional support that helps these pupils to achieve as well as others. They ensure that all safeguarding procedures meet all statutory requirements.
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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	116117
Local authority	Southampton
Inspection number	403290

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Gwilym Stone
Headteacher	Mark Sheehan
Date of previous school inspection	31 January 2008
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