

Mansel Primary School

Inspection report

Unique Reference Number	107088
Local Authority	Sheffield
Inspection number	356084
Inspection dates	22–23 March 2011
Reporting inspector	Jane Hughes

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	341
Appropriate authority	The governing body
Chair	Ms Kate Lewis
Headteacher	Mrs Lynn Goodhand
Date of previous school inspection	14 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 14 teachers. Inspectors held meetings with governors and staff and talked with pupils, parents and carers. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 32 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether pupils' rates of learning and progress are at least satisfactory and improving securely and quickly.
- Whether boys are achieving well enough.
- Whether teachers use assessment information effectively to provide consistently high expectations and appropriate challenge for all pupils.
- Whether the school's systems to promote pupils' regular attendance are effective.
- Whether leaders at all levels are bringing about secure and rapid improvement to pupils' outcomes.

Information about the school

The school is of larger-than-average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is double the average. Most pupils are of White British heritage. A larger than average proportion of pupils has special educational needs and/or disabilities. The school has achieved Healthy School status.

From October 2009 to May 2010, a period of instability culminated in the headteacher and other senior leaders leaving the school. A new senior leadership team is now in place. Since November 2010, a learning partnership with a successful primary school has provided Mansel with an executive headteacher and head of school as well as curriculum, business management and information and communication technology (ICT) support. This partnership is in place until the summer of 2012.

The planned co-location of an outstanding local special school in a new building on the school site is underway and is due for completion in July 2012.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Mansel Primary is a satisfactory school. It has many good features and is improving rapidly due to the highly-influential impact of the executive headteacher and head of school who are leading this established learning partnership. Morale is high as the school benefits from effective quality support across a wide range of professional levels, from senior leadership through to teaching assistant and administrator. This sharing of colleagues' experience, skills and time enables everyone involved to work with strong commitment towards establishing best practice in all areas of school life. Robust governance provides a strong system of checks and balances to ensure that the improvement agenda continues apace. Crucial improvements to teaching, curriculum provision and assessment systems demonstrate the school's capacity for sustained improvement is good. Parents and carers say they are, 'very happy' with the school.

The much improved learning environment reflects the value leaders place on the staff, and the staff on pupils. Classrooms buzz with purposeful learning activity and great enthusiasm to do even better. Pupils enjoy coming to school and are fulsome in their praise. They say, 'We're going places now and helping others.' Pupils confirm they feel safe in school. They behave well in lessons and around the school and are courteous. Pupils also understand what factors support healthy lifestyles.

Pupils learn and progress satisfactorily from starting points that are generally well below the expected level. Children get off to a good start in the Early Years Foundation Stage and make good progress. Outcomes for pupils at the end of Key Stage 2, including those with special educational needs and/or disabilities, are satisfactory and improving rapidly. Although attainment is below average by the time pupils leave Year 6, it is no longer well below which had been the case previously. The good overall quality of teaching across the school is enabling pupils to make faster progress. However, gaps remain in pupils' skills and knowledge which contribute to overall satisfactory progress. A few instances of satisfactory teaching remain which the school is addressing through additional training and peer support. The curriculum meets pupils' needs, although the new themed approach has had little time to embed or demonstrate sustained impact. Newly installed resources to support the delivery of ICT programs are now in place but are only just starting to improve pupils' low level ICT skills. Safeguarding is effective and care, guidance and support are well targeted. As a result, pupils exhibit more positive 'can do' attitudes, increased confidence and improved behaviour. Pupils' levels of attendance are average. Although the school follows up each absence immediately, there is a limited range of incentives to encourage even more parents and carers to make sure their children attend regularly and on time. On the other hand, there are striking examples of pupils and families overcoming significant barriers to learning as a result of good quality advice, support and guidance from the school.

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Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress in English, mathematics and ICT by:
 - eradicating remaining pockets of satisfactory teaching
 - embedding the thematic approach to curriculum provision
 - improving pupils' skills in ICT so that they use and apply these in all subjects.
- Raise levels of attendance by introducing more incentives for parents, carers and pupils to value the importance of regular attendance.

Outcomes for individuals and groups of pupils

3

Pupils are learning well in lessons because of improved teaching. They behave well, engage readily in lessons and tackle challenging activities with enthusiasm and increasing success. They discuss their thoughts with 'talk partners' during lessons and also accurately assess their own work and that of their peers. Pupils are increasingly aspirational and see the importance for their future well-being of doing well at school. They tackle independent activities with relish and show good awareness of their targets in literacy and numeracy.

Although attainment is below average it is rising rapidly throughout the school, with larger proportions of pupils now working at the levels expected for their ages in English and mathematics. Pupils' skills in using ICT are less well developed than normally seen because, until recently, there was no working server and few ICT resources in school. Pupils now relish regular opportunities to work in the newly refurbished ICT suite or to use netbooks in their lessons. Although pupils learn well in lessons, their overall progress throughout school is currently satisfactory as they have a way to go to make up for previous underachievement. There is little variation between outcomes for boys and girls. Pupils with special educational needs and/or disabilities make similar rates of progress to others because their learning programmes are accurately personalised. Overall, pupils achieve and enjoy satisfactorily.

Pupils all agree that Mansel is a safe school. The new building work necessitates the closest attention to health and safety. As a result, pupils are aware of the inherent risks associated with a building site. Pupils feel safe from bullying and know what to do if they see any rare instances. They learn much about living healthy lives through different sports clubs and partnerships, engaging in a range of activities such as basketball, swimming and cheerleading and choosing healthier options such as fruit and vegetables at play and lunchtimes. Pupils sum up their views of the school as being, 'a much better place now – cleaner, newer, kinder'. Pupils show respect for each other and raise funds to support a village school in Ghana. However, their awareness of diversity in Britain is less well developed.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Work is well matched to pupils' individual needs. Teachers check pupils' understanding frequently throughout lessons with targeted questions. Teachers also use pupils as role models as the lesson progresses to illustrate what the whole class should be aiming for. Pupils' independent learning is increasing as pupils refer to the prompts on display and make use of other potential sources of information before finally turning to the teacher. On the few occasions when teaching is more satisfactory, the pace of learning is not as fast and behaviour management is less effective at maintaining pupils' full engagement with the tasks set. Teachers mark pupils' work with care and provide good guidance on how to improve.

Rapid curriculum development has ensured that it now has depth, breadth and greater quality. Pupils are more engaged in and motivated by these changes, mainly because they experience more practical activities and enrichment opportunities. For example, pupils experience themed days, visits and the benefits of partnership work to develop their knowledge of literacy, art, and drama. Pupils say that they are enjoying these changes and, 'feel inspired to learn'. The new computer suite and far greater quantity of new technology resources ensures that the school is now well placed to focus on raising pupils' underdeveloped skills in using and applying ICT in all aspects of their learning. Links between subjects are developing, although the themed approach to curriculum provision is relatively new.

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Pupils say that they feel well cared for. They value the systems that provide focused support and guidance. During the inspection, some commented that, 'The worry box is a great idea but we should have a smiley box because there is a lot to be happy about at Mansel.' Breakfast club provides an enjoyable and vibrant start to the day. Pupils are very confident that their school is improving and that they are helped to do well in lessons. They say they have a very good knowledge of how to improve their work from the information teachers give. Parents and carers are supportive of the pastoral care and guidance their children receive. More 'stay and play' with their children in class and take tips home on how to target learning out of school and so become more involved in their children's learning. Effective induction and transition arrangements ensure pupils move smoothly from one phase in their learning to the next. Procedures for promoting pupils' attendance have raised levels to average. However, current incentives and reminders offered to parents, carers and pupils are not varied enough to capture their interest over the long term.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

As a result of the local authority brokering a highly-effective learning partnership, the executive headteacher and head of school drive improvement with relentless determination at all levels. Together they have introduced a wide range of successful approaches which have put the school on a secure footing. Managers are providing positive support by modelling proven improvement methods in all aspects of the school's work. Partnership work, particularly with the learning partner school, is central to the school's ongoing success and provides a positive influence on all aspects of its development. Crucially, this is very well managed by the executive headteacher and head of school who ensure that all staff feel valued and able to develop their own professional skills. There is robust monitoring of the quality of teaching and learning in all classes. The swift elimination of previous inadequacies in teaching, including changes to staffing, ensures pupils now make good progress in most lessons.

The large governing body has been revitalised by its energetic and well informed leadership. There is a keen acknowledgement of the school's key priorities. Effective governance provides challenge to senior leaders and works to ensure that Mansel is a thriving learning community. Administration is well organised. Site supervision of this large and rapidly developing site is carefully managed. Lunchtime staff play a strong role in ensuring sociable mealtimes and harmonious play.

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The school enjoys a positive relationship with parents and carers. There has been some scepticism among parents and carers about how long this current leadership team will remain at the school following the spate of changes since the last inspection, although this is abating. Information is regularly shared and parents and carers are becoming increasingly involved in their children's learning. Parents and carers feel able to access the school about any problems and say they are welcome in school.

The school adopts recommended good safeguarding practice across all areas of its work. All staff are trained in child protection and first aid. Close attention is currently paid to the additional risks associated with the new building work. Adults promote equality of opportunity and tackle discrimination well. Pupils' individual skills are accurately identified so that they benefit from the right type and level of support. Staff training is effective in enabling staff to meet the needs of learners so that gaps between the performance of different groups are closing. Rigorous monitoring of pupils' progress ensures that good strategies support such improvement.

The school's work in promoting community cohesion is satisfactory. There is a clear understanding of the local context and of the needs within the community. However, links with ethnically diverse communities and schools are underdeveloped.

The school deploys its resources satisfactorily. It achieves satisfactory outcomes for pupils and provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children behave well, play safely and enjoy their learning in the Early Years Foundation Stage. They settle quickly due to supportive induction arrangements so that children and their families are familiar with the setting and the expectations of staff when they arrive.

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The newly-built indoor and outdoor environments provide bright, spacious and well resourced areas in which children play and learn with enthusiasm. As these areas are still so new, staff are developing their practice, as well as the learning and development programmes, to best fit these different surroundings.

Many children have skills well below those expected for their age when they arrive. This is particularly so in terms of their social and emotional development, calculation and writing. Children make good progress during their time here and the proportion of children who reach a good level of development by the end of Reception continues to rise. Some children in Reception are able to write in full sentences while others are at a much earlier stage of mark-making. Children are familiar with the daily routines and expectations of adults. They comply happily with these and are good at taking turns and listening to each other. Staff take good care of children and meet their individual needs well. There are plentiful resources for each area of learning.

The Early Years Foundation Stage is well led and managed by an experienced early years leader. Staff reflect carefully on their practice and are keen to make further improvements. They have a good knowledge of the learning, development and welfare requirements for the early years.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Few parents and carers returned the inspection questionnaire. This is mainly due to the school having sent out a similar survey the previous week. Almost one third of all parents and carers responded to the school's questionnaire. Parents and carers confirm that their children enjoy school. They agree that the school keeps children safe, encourages healthy lifestyles and that good teaching helps their children to prepare well for the future. A very small minority of parents and carers expressed some concern about how effectively the school deals with unacceptable behaviour. Inspectors looked at procedures, the impact of behaviour management systems in lessons and around the school. Their findings are reflected in the main body of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mansel Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 341 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	56	13	41	1	3	0	0
The school keeps my child safe	17	53	15	47	0	0	0	0
My school informs me about my child's progress	12	38	18	56	2	6	0	0
My child is making enough progress at this school	11	34	19	59	1	3	1	3
The teaching is good at this school	10	31	21	66	0	0	0	0
The school helps me to support my child's learning	10	31	19	59	1	3	1	3
The school helps my child to have a healthy lifestyle	8	25	22	69	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	16	21	66	0	0	0	0
The school meets my child's particular needs	7	22	23	72	2	6	0	0
The school deals effectively with unacceptable behaviour	7	22	18	56	7	22	0	0
The school takes account of my suggestions and concerns	6	19	22	69	1	3	1	3
The school is led and managed effectively	3	9	24	75	4	13	0	0
Overall, I am happy with my child's experience at this school	11	34	18	56	3	9	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 March 2011

Dear Pupils

Inspection of Mansel Primary School, Sheffield, S5 9QS

Thank you for being so friendly when we inspected your school recently. We enjoyed looking at your work and listening to your views about school. This is what we found.

We judge that Mansel Primary School is a satisfactory school. You are making satisfactory progress in your learning and are reaching higher standards now. The adults take good care of you and help you with any problems. You told us that you feel safe in school and learn lots in lessons, including how to stay fit and healthy. Teaching is good and your teachers help you to make the most of your time in school and you say that the adults explain how to improve your work very clearly. When we looked at all the work in your books (you have been busy!) we were pleased to see that some of you respond very well to teachers' comments and clearly read carefully all the 'wishes' they make about your work. Children in the Early Years Foundation Stage get off to a good start - and the new early years areas are great.

The headteacher, head of school and governing body do a lot well. We have also identified some things that need to improve. We want the staff to raise your attainment in English, mathematics and information and communication technology along with the overall rates of progress you make. We also want the adults to make sure that attendance levels continue to rise. You can help by continuing to try hard with all your work. Also, please remind your parents and carers that it is very important that you come to school every day.

Enjoy making friends with the children who will be attending the new school on your site. You will miss all the diggers once the building is finished!

We send our very best wishes for the future.

Yours sincerely

Jane Hughes

Lead inspector

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