

Mansel Primary

Chaucer Road, Sheffield, South Yorkshire, S5 9QN

Inspection dates 20–21 January 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Requires improvement 3
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Early years provision	Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not always make good progress in reading, writing and mathematics. As a result, they do not consistently achieve their full potential.
- The overall quality of teaching is not good throughout school.
- Sometimes teachers set work which is too easy for the most able pupils and too difficult for others.
- Pupils sometimes spend too much time practising skills they have already acquired before tackling more challenging work which deepens their understanding.
- Sometimes, the resources teachers use, restrict pupils' opportunity to deepen and extend their learning.
- Pupils do not often practise and develop their computing skills through other subjects.
- Resources to improve children's climbing, balancing and coordination skills through outdoor play in the early years are limited.

The school has the following strengths

- The Executive Principal and Associate Principal provide a clear and ambitious direction for school improvement. They are well supported by a highly motivated leadership team and effective governing body. As a result, teaching and learning are improving rapidly despite a period of significant staff turbulence.
- The school is successfully reducing the gap between the achievement of disadvantaged pupils and that of others.
- Teaching assistants make a good contribution to pupils' learning.
- Pupils are well behaved and feel safe. They take a pride in their work and listen attentively to their teachers.
- The well planned curriculum promotes pupils' spiritual, moral, social and cultural development well and their enjoyment of learning.

Information about this inspection

- The inspectors observed teaching throughout the school and conducted several shorter observations of teaching and learning. They included two observations carried out jointly with the members of the senior leadership. Inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair of the Governing Body and other members of the governing body, directors of the academy trust and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of 13 responses to Ofsted's on-line questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of the pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Tracy Fulthorpe	Additional Inspector
Derek Pattinson	Additional Inspector

Full report

Information about this school

- Mansel Primary became a sponsored academy school in April 2013. It is part of the Steel City School Partnership Multi-Academy Trust.
- The school is larger than an average-size primary school.
- The proportion of disabled pupils and those with special educational needs is average.
- The proportion of disadvantaged pupils, those supported by the pupil premium funding is well above the national average. The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is below the national average and few pupils speak English as an additional language.
- The school has a breakfast club run by the governing body.
- The early years includes a nursery and two reception classes. Children attend the nursery part-time.
- Woolley Wood Special School is co-located on the same site and shares some of the facilities, such as the dining room.
- The school meets the government's current floor standard which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- A Principal was appointed shortly after the school opened to lead the school and resigned in September 2014 after a period of long-term absence. The school is currently run by the Executive Principal for the Academy Trust and Associate Principal appointed in September 2014. Over a third of teachers were new to the school in September 2013 and there have been a number of staff changes since, including several teachers who are new to the profession.

What does the school need to do to improve further?

- Improve the quality of teaching in order to accelerate pupils' progress and raise standards in reading, writing and mathematics by:
 - ensuring the work set accurately matches the learning needs of pupils of all abilities
 - improving the balance in pupils' work between consolidating their earlier learning and tackling new challenges and concepts
 - ensuring teachers do not use resources which inhibit pupils from making the best progress they are capable of and deepening their learning.
- Increase opportunities for pupils to use and apply their computing and other information and communication technology skills throughout the curriculum.
- Improve the provision in the early years for children's physical development, especially for climbing, balancing and coordination skills.

Inspection judgements

The leadership and management are good

- The Executive Principal and Associate Principal provide a clear sense of drive and ambition for the academy which underpins a strong and positive ethos. This has been sustained through a period of staff turbulence and change. Senior leaders work together well with the other schools in the multi-academy trust to share and implement strong procedures for school improvement. As a result, the academy has established a positive learning environment and is rapidly improving the overall quality of teaching and pupils' learning. They are increasingly addressing historical gaps in pupils' understanding which slow their progress. Staff morale is high. 'Since joining the trust things are so much better. We have leaders who give a very clear direction.' reflects staff views.
- Middle and subject leaders, including some who are new to their roles, provide good role models for other staff to follow through their own teaching and the support they provide. Leaders act on carefully considered action plans based on accurate assessments of the academy's effectiveness which are increasingly improving learning in, for example, the early years and the teaching of early reading skills, including letters and the sounds they make (phonics). As a result, the academy is very clear about the aspects of teaching and pupils' achievement which need to be addressed to rapidly raise standards. As a result, the academy has the capacity to improve standards and progress further.
- Self-evaluation is rigorous and accurate. Procedures to measure and analyse pupils' progress are thorough and detailed to support academy development and enable the governing body to hold leaders to account effectively. The academy has worked closely with the local authority to establish new assessment procedures following the removal of National Curriculum levels. These have been effectively implemented, although it is too soon to measure their full impact.
- The multi-academy trust supports the academy well through effective policy development and strategic guidance and support for leaders and the governing body. The Executive Principal and several senior staff take lead roles in professional educational development within the local authority.
- The academy has appropriate procedures to ensure staff are held accountable for the progress pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The use of pupil premium funding is increasingly effective in ensuring disadvantaged pupils narrow the gap in their attainment with other pupils. How well disadvantaged pupils' achieve is closely analysed and initiatives focus on boosting the learning of the individual pupils and preparing them well for their future learning. This is particularly evident in their progress compared with other pupils and is often higher.
- Effective use is made of the primary school physical education and sports funding. The academy is building on an established programme of specialist physical education by further developing the skills of all staff and curriculum planning. There has been significant improvement in the proportion of pupils of all ages participating in sports' clubs and team games. This makes a good contribution to pupils' health and well-being.
- Leaders ensure that all pupils have the same opportunities to succeed and to participate fully in the life of the academy. They promote positive relationships and there is no evidence of discrimination. However, the academy is not yet fully effective in ensuring pupils consistently achieve the best they can.
- Safeguarding procedures meet statutory requirements and are based on detailed and accurate record keeping and well-trained, vigilant staff.
- Pupils' spiritual, moral, social and cultural development is promoted well through the subjects taught. Pupils are excited by opportunities to investigate and explore the world around them, such as the natural world in the extensive grounds. Religious, personal and social education, effective assemblies and the work of the school council strongly develop pupils' appreciation of different cultures and awareness of democracy and the values of modern British society.
- Increasingly effective work with parents is reflected in their generally positive views of the academy. In particular, initiatives for closer work with parents in the early years are underpinning improving progress.
- **The governance of the school:**
 - The governing body is focused and efficient. The governors have a clear view of where the academy needs to be and rigorously hold leaders to account. They have been key drivers for change and improvement through the development of the academy. The governing body has undertaken and commissioned training, particularly through the trust, on many aspects such as data and safeguarding. They make good use of increasingly precise data on all aspects of academy life to hold leaders to account and ensure resources are used well. For example, they are fully involved in decisions on the use of pupil premium funding that are leading to reducing the gap between learners and improving

behaviour and attendance.

- Members of the governing body have a range of professional skills which are closely matched to their areas of responsibility. They have undertaken a full review of their work with guidance and support from the local authority and national governing body organisations. This contributes to good procedures and policy for many aspects of academy life. Policies are reviewed regularly through the committee system. The governing body receives detailed information on the strengths in the quality of teaching and the steps the academy is taking to eradicate weaknesses. The governors are fully and appropriately involved in reviewing targets for the headteacher and making decisions as to whether staff should receive a salary increase. The academy's budget is managed well and contributes to driving achievement higher. The governing body ensures that the sports and physical education funding are used appropriately, for example, and plans for improving resources for computing studies.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and considerate towards each other and they respond well to the care that all adults show them. Pupils are proud of their academy. The pupils play and work together well.
- Pupils have positive learning attitudes. They move quickly and efficiently to their tasks and work outstandingly well with others. Very occasionally their concentration wanes when activities are not engaging enough. However, they are rarely badly behaved and there are few exclusions. This is supported by the academy's record keeping.
- Classrooms are calm, orderly and attractive. The school makes good use of outdoor spaces at break, lunchtimes and during outdoor sessions in the early years to help pupils develop cooperation and other social skills. This is particularly effective because many children start the academy with social skills much lower than those typically expected.
- The academy's breakfast club provides a friendly start to the day, prepares pupils for a busy day's work, as well as providing opportunities for completion of homework and time to relax.
- Pupils behave responsibly towards others. Good relationships are established in the early years and children share and work together well. Older pupils take their responsibilities as school councillors and in other organisations seriously. This contributes to their understanding of democracy and other British values.

Safety

- The academy's work to keep pupils safe and secure is good. Pupils say they feel safe, and their parents agree. They have a good understanding of different potential bullying situations, including racial and Internet concerns. They give good examples of how the staff successfully address the few issues that emerge. Pupils and their parents feel well supported.
- Pupils understand that their behaviour affects others and know that they should always try to be kind and considerate. Pupils who have emotional and social concerns are effectively helped to manage their own behaviour, especially through work in the nurture group and support from well-trained teaching assistants and other staff.
- Attendance is increasingly close to national average and rising rapidly from previously low levels. The academy is currently exceeding its targets for attendance. Pupils are punctual. They are well prepared for their work. The academy monitors attendance closely and works well with other professionals to address any concerns. Regular communication through the academy's attractive website and frequent newsletters also contribute to addressing any concerns.
- Pupils are well prepared for keeping themselves safe in later life. For example, programmes of personal, social and health education, including work with health and emergency services, ensure pupils have a strong understanding of the dangers of drugs and alcohol. Visits and visitors contribute well to the development of pupils' health and well-being.

The quality of teaching requires improvement

- The work teachers set is not always matched precisely enough to pupils' needs. Sometimes, work in mathematics, for example, is too difficult, including for the most able, because pupils do not have the necessary calculation skills. On other occasions, pupils find the work too easy, repetitious and

undemanding.

- Pupils sometimes spend too long undertaking work that they can already do before moving on to something more challenging. For example, in mathematics, practising two-digit multiplication sums they have successfully completed previously before starting on something more complicated.
- Sometimes, the resources teachers use do not allow pupils to deepen and improve their learning. For example, in mathematics, pupils sometimes only have the space to give a brief answer or write a single number or word when the purpose of the learning is to develop and apply their calculation skills. Occasionally, the writing resources limit pupils' opportunity to develop fluent handwriting and maintain a good posture.
- Teaching assistants are well informed about pupils' progress and are deployed effectively to support and challenge all groups of learners so that pupils usually do their best. For example, they provide good support to the most able pupils in mathematics and to disadvantaged pupils across the academy.
- All staff establish good relationships with their pupils and manage behaviour well. Attractive, well organised classrooms and thoughtful displays motivate pupils and provide useful learning resources. These contribute to pupils' positive attitudes to learning.
- The learning needs of disabled pupils and those with special educational needs are well understood and all staff who work with them are well informed. Specific programmes to develop reading and writing skills contribute well to preparing these pupils for their future learning.
- Marking and feedback are generally used well. In particular, pupils are given the opportunity to be increasingly self-critical and take steps to improve their own work. All pupils, especially the most able, are developing their independent learning skills effectively as a result.
- The teaching of reading is increasingly effective due to intensive professional development and a good range of learning resources. Pupils' comprehension skills and their enjoyment of fiction and non-fiction are increasing as a result and they make the most of regular opportunities to read aloud to others.
- Pupils also refine and develop their knowledge and understanding in response to skilful and effective questioning.
- There is a good trend of improvement in pupils' sporting and physical education as a result of very focused specialist teaching and good development of teachers' skills in this area.
- Pupils' skills are improved through regular, well-planned homework, including the use of computers and after-school clubs. However, the resources and opportunities for regular use of computing skills in all aspects of pupils' learning are less well established.

The achievement of pupils

requires improvement

- Children enter the academy in the early years with skills and understanding well below those typical for their age in many aspects of their learning. In 2014, the National Curriculum test and assessment results for Year 2 and in Year 6 pupils were below average in reading, writing, mathematics and grammar, punctuation and spelling. The majority of pupils of all abilities made the progress expected of them and some more than this. Inspection evidence from pupils' current work and the academy's own data, shows that an increasing proportion are making good progress, however, this is not yet consistent enough to fully address all gaps in pupils' earlier learning and reach higher standards rapidly.
- Pupils of all abilities are not always appropriately challenged by the work teachers set for them and this slows their progress. However, where staff are making full use of the rigorous assessment procedures developed over the last year to set high expectations, progress is sometimes outstanding.
- The most able pupils make overall progress similar to their peers. Outcomes in 2014 were below national averages for the proportion of pupils reaching a level above that normally expected for Year 6. Their progress is sometimes limited because teachers do not always expect enough of them. However, pupils are developing increasing self-awareness, particularly when they take responsibility for organising and improving their own work and this is a strong feature of their work in Year 6, for example.
- Disadvantaged pupils are narrowing the gap in attainment between the standards they reach and those of other pupils. In 2014, the results of National Curriculum tests for these pupils in reading were in line with other pupils in academy, in writing they were almost a term above and in mathematics they were less than a term below. The attainment of these disadvantaged pupils was two terms below national averages in reading and writing and three in mathematics. The academy rigorously reviews how the pupil premium funding is used on a regular basis and there is evidence of increasingly good achievement by eligible pupils throughout the academy and standards which are at least as high as other pupils.
- Disabled pupils and those who have special educational needs make progress which is similar to that of other pupils. In 2014, a good proportion reached standards similar to other pupils. Disabled pupils and

those who have special educational needs are supported well by effective special teaching programmes and well-deployed and trained teaching assistants so that they develop basic skills well, especially in reading.

- Pupils' mathematical skills are improving. They are generally building on their mental and calculation skills to solve mathematical problems and investigations. However, sometimes they spend too long practising skills they already know.
- An increasingly strong focus on pupils' presentation and handwriting is effectively raising standards. Pupils are often productive and work hard. Pupils are making more accurate use of spelling, grammar and punctuation in their written work than that reflected in previous test results. However, occasionally, the resources teachers expect pupils to complete inhibit them from working at length and setting out their work to the highest standard.
- Pupils' reading skills are generally improving quickly. Almost all pupils met the expected levels in Year 2 to progress with their reading in to Key Stage 2, although results were still below average in Year 1. The rigorous introduction and investment in new teaching resources and professional development mean the majority of pupils are currently largely working at expected levels.
- Older pupils show a keen interest in reading for different purposes. They use a range of skills increasingly effectively to speedily retrieve information from non-fiction text and by Year 6 they generally have a sound knowledge of authors' different styles and how they communicate their ideas.

Early years provision

requires improvement

- Children enter the early years with skills which are generally below those typical for their age in all areas of learning. The children often start with particularly limited speaking, reading, number and social skills. They largely start Year 1 with skills which are below average overall. Their progress requires improvement as they do not yet make consistently good progress overtime.
- Teaching requires improvement and has been affected by several staff changes since the academy opened. However, under new leadership the provision and teaching is rapidly improving and many children have made much better progress in the first term this year especially in communication, including their early reading. The early years receives good support through expertise within the trust.
- Sometimes, children are not challenged enough by the work that they do, as in other parts of the academy. In particular, some of the tasks children choose for themselves do not provide the right level of challenge to all abilities.
- The classrooms are largely organised well and attractive. Teachers and teaching assistants work well together. A particular improvement is that all staff are now fully involved in assessing children's progress and using their knowledge well to plan future work.
- Children's early reading and writing skills are promoted well overall. In particular, the promotion of speaking skills as a basis to writing is well established and reflected in the good quality display which is a useful resource for staff, parents and children. Phonic skills are now generally taught well. They have many opportunities for writing through role play on the story of Goldilocks, for example.
- Children behave well and feel safe overall. They are busy and active. They make especially good progress in this area as many of the children start the academy with little or no experience of cooperating and sharing with others.
- The new leader is quickly addressing weaker aspects especially with the introduction of more rigorous methods of assessing children's achievement and these are being applied well. The children's learning journeys and, particularly, their writing journeys make a useful record of children's learning for staff and parents to build on earlier experiences. The early years leader is developing the outdoor area, but there are limited outdoor resources to ensure the best progress in all aspects of children's physical development, particularly climbing, balancing and coordination skills. However, changes are making better use of the space available and there are good plans in place to address this but they are not yet fully implemented.
- Songs, rhymes and stories are central to the children's learning and make the academy a rich and memorable experience, preparing them increasingly well for their future learning.

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	139137
Local authority	Sheffield
Inspection number	449820

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

Type of school	Primary
School category	Academy sponsor led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Sarah Greenwood
Associate Principal	Rebecca Rickersey
Date of previous school inspection	Not previously inspected as an academy
Telephone number	0114 232 1278
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