

Inspection of Mangotsfield Church of England Primary School

Church Farm Road, Emersons Green, Bristol BS16 7EY

Inspection dates:	13 and 14 May 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Kirsty Croasdale. This school is part of the Leaf Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ross Newman, and overseen by a board of trustees, chaired by Margaret Simmons-Bird.

Ofsted has not previously inspected Mangotsfield Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Mangotsfield Church of England Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish at this exceptional school. The school's 'BRAVE' values enable pupils to be 'movers and shapers' in their school community. Pupils strive to demonstrate the values of 'belonging, resilience, aspiration, virtue and empathy'. The school has thoughtfully exemplified what these values mean and so pupils live these in all they do. Pupils embrace every opportunity, both academic and social. Staff foster highly positive relationships with pupils because of their warmth and genuine care. Pupils know every adult in the school will support them if they have any concerns.

Teachers have extremely high expectations for pupils. Pupils rise to these and achieve tremendously well, as demonstrated by the school's published outcomes in 2024. Teachers place trust in pupils to independently make the right choices, which they do. The youngest pupils are well supported to learn the routines of school. This becomes intrinsic to older pupils who are enthusiastic about their studies.

Pupils make a significant contribution to the school community. For example, 'bistro buddies' take ownership of the organisation of lunch time. Pupil leadership roles such as this, help to develop character. Pupils broaden their horizons through the vast array of clubs on offer including archaeology and coding.

What does the school do well and what does it need to do better?

The school takes pupils on a remarkable learning journey. The skilfully designed curriculum provides pupils with rich experiences and knowledge that enable them to excel across the curriculum in all areas. At the heart of this work has been the school's focus on the most vulnerable pupils. These pupils are very well supported. This includes pupils with special educational needs and/or disabilities (SEND). These pupils' needs are quickly and accurately identified. They are superbly supported with precise adaptations that help them to learn the curriculum successfully alongside their peers. They achieve extremely well from their starting points.

The school has a collaborative approach to the leadership of the curriculum. Leaders have worked together to design a curriculum which continually evolves. Highly skilled staff benefit from focused professional development and engagement in recent research. Consequently, staff strive for the best for pupils. Because of this, teaching is highly effective. The school has carefully decided on the essential knowledge pupils need to learn at each stage from the early years. Pupils complete learning activities that help them to practise using this knowledge. The school places a sharp focus on the vocabulary pupils need to be able to talk clearly about their learning. Pupils are extremely well supported to revisit what they have learned. Teachers' checks on learning help to identify any misconceptions and gaps in knowledge. Teachers address these gaps swiftly and so pupils talk confidently about their learning. Pupils can connect learning with ease, for example, comparing how people fast in different religions in religious education (RE). In design and technology, children in early years show high levels of resilience, for example when they choose a tool to use and discover it is not right for the task in hand.

Pupils are avid readers. This is because of the work done to help pupils to learn the sounds that letters represent so that they are quickly fluent readers. Any pupils who need additional support are identified and swiftly supported. Books are matched to pupils' reading levels. They develop a passion for literature and read confidently. Pupils can be seen reading books from the popular 'reading shed' during social times.

Pupils' behaviour is impeccable. In early years, children learn how to take turns and share. They develop sustained concentration. Older pupils become independent and highly curious about what they are learning. Pupils love school and so their attendance is high. The school provides additional support to families to overcome any barriers to attendance.

The wider enrichment offer is skilfully woven through the academic curriculum. It develops pupils' curiosity about the world around them. Pupils have a deep understanding of different beliefs, comparing commonalities and differences. They debate and discuss their opinions sensitively, with a maturity beyond their age. The school's work to prepare pupils for life in modern Britain is exemplary. Pupils have a profound understanding of the fundamental British values and understand what they mean to them as individuals. Pupils take ownership. For example, they organised a toy and book sale to raise money for an endangered animal shelter, also showing great care for the world around them.

The school, alongside the trust, has a steadfast commitment to every child succeeding. Those responsible for governance robustly support and challenge leaders to provide the best possible education for pupils.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

[funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149948
Local authority	South Gloucestershire
Inspection number	10379007
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	625
Appropriate authority	Board of trustees
Chair of trust	Margaret Simmons-Bird
CEO of the trust	Ross Newman
Headteacher	Kirsty Croasdale
Website	www.mangotsfieldprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- Mangotsfield Church of England Primary School is part of the Leaf Trust.
- The school is designated as having a religious character. The school is part of the Diocese of Bristol. The most recent section 48 inspection of the school was carried out in November 2017.
- The school currently uses two unregistered alternative providers.
- The school provides external support for other schools in the form of a Teaching School Hub and an English hub.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools

receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, school staff, parents, pupils, representatives from the trust including the CEO, chair of the board of trustees and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, design and technology and RE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed the curriculum in some other subjects.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to Ofsted's online survey for parents, Ofsted Parent View, including free-text responses. They also looked at responses to Ofsted's online staff and pupil surveys.

Inspection team

Lakmini Harkus, lead inspector	His Majesty's Inspector
Hilary Goddard	Ofsted Inspector
Julie Fox	Ofsted Inspector
Andrew Lovett	Ofsted Inspector

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