

Mapplewells Primary and Nursery School

Inspection report

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|--------------------------------|-----------------------------------|
| Unique reference number | 122458 |
| Local authority | Nottinghamshire |
| Inspection number | 380477 |
| Inspection dates | 31 January 2012 – 1 February 2012 |
| Lead inspector | Richard Marsden |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 265 |
| Appropriate authority | The governing body |
| Chair | Ken Sharpe |
| Headteacher | Claire Varley |
| Date of previous school inspection | 15 June 2009 |
| School address | Henning Lane Sutton-in-Ashfield NG17 1HU |
| Telephone number | 01623 455949 |
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| | |
|---------------------------|----------------------------|
| Age group | 3–11 |
| Inspection date(s) | 31 January–1 February 2012 |
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Introduction

Inspection team

Richard Marsden

Additional inspector

Alan Brewerton

Additional inspector

Thelma McIntosh-Clark

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 22 lessons taught by nine teachers. They spoke with parents and carers, and held meetings with pupils, staff and members of the governing body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work and examined safeguarding documentation, attendance records, information on pupils' attainment and progress, the curriculum, the school's self-evaluation and its development plans. They read the responses to questionnaires from 89 parents and carers, 22 staff and 100 pupils.

Information about the school

The school is larger than the average-sized primary school. Most pupils are White British with a few from other backgrounds. A very small proportion speak English as an additional language. The proportion of disabled pupils and those who have special educational needs, including pupils with a statement of special educational needs, is above the national average. The proportion of pupils known to be eligible for free school meals is below the national average.

The school meets the current floor standard set by the government, which determines the minimum expectations for attainment and progress. Among several awards, the school has achieved National Healthy Schools Gold status, Activemark, and the Investors in Pupils award. Children attend the Nursery for either morning or afternoon sessions. Approximately half of the Nursery children move into the Reception year and into the main school. The school has had significant staffing difficulties since the last inspection.

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 | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 3 |

Key findings

- This is a satisfactory school. Pupils are well behaved and feel safe at school. They learn in a calm and welcoming environment. Attendance is consistently above average. The school enjoys a good reputation among parents and carers.
- Pupils make satisfactory progress throughout the school in reading, writing and mathematics. By the age of 11, their attainment is broadly average. Standards are higher in mathematics than in reading and writing. Pupils' literacy skills are not sufficiently emphasised in subjects across the curriculum so that achievement in English is not as secure as in mathematics. Pupils' overall achievement is satisfactory.
- Teaching is satisfactory. In some lessons, it is good but it varies throughout the school. In some classes, pupils engage enthusiastically in their learning and progress well. In others, more able pupils are not challenged to aspire to sufficiently high standards. Guidance given to pupils through marking varies. In some cases it is very helpful, but in others, it does not highlight mistakes or show pupils clearly enough what they need to do to improve their work.
- Leadership and management are satisfactory. Despite staffing difficulties, the headteacher and other leaders have successfully maintained a positive climate for learning.
- The Early Years Foundation Stage is a strength. Children whose skills are limited when they join the Reception year grasp basic skills effectively and these are broadly in line with expectations for their age by the time they move into Year 1.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils listen well and respond with interest and empathy to the views of others. Opportunities are limited for pupils to develop cultural understanding through first-hand interaction with children from contrasting communities

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beyond the immediate locality.

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?

- Extend opportunities for pupils to tackle more challenging work so that more pupils reach National Curriculum Level 5 in English and mathematics by the end of Year 6.
- Ensure that all pupils' attainment in English is at least as high as their attainment in mathematics by
 - helping pupils identify more clearly the mistakes they are making and ensuring that they learn from them and use them to improve their work
 - promoting literacy skills rigorously across all subjects in the curriculum.
- Strengthen the promotion of pupils' cultural awareness by creating opportunities for them to interact with children from contrasting communities beyond the immediate locality.

Main report

Achievement of pupils

Pupils start Year 1 with attainment in mathematics and English which is broadly in line with expectations for their age. They make satisfactory progress and by the end of Year 6, their attainment broadly matches the national average, although it is higher in mathematics than English.

Almost all parents and carers believe that their children are making good progress. In lessons observed, pupils' progress was satisfactory overall although in some lessons it was better. The work in pupils' books and their test scores also point to satisfactory progress. Where progress in lessons was good, pupils enjoyed working in groups or pairs and doing 'hands-on' tasks rather than having to sit and listen to the teacher for a long time. They concentrated well on their tasks and responded positively to the demands placed upon them. In some classes, teachers did not offer enough challenge to more able pupils.

There are no significant variations in the achievement of boys, girls and differing groups. The progress of disabled pupils and those with special educational needs is carefully tracked. The progress of these pupils is in line with that of others, although in some cases, because of the high quality support they receive, their progress exceeds expectations. They are supported well in most classes and in individual activities nearby. Pupils known to be eligible for free school meals and those from minority ethnic groups also achieve satisfactorily.

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Children in the Early Years Foundation Stage make good progress in all areas of learning, and particularly in communication, language and literacy and mathematics because of an emphasis on developing skills in these areas. This prepares them well for moving into the main school.

Pupils' reading skills are satisfactorily developed. Higher-attaining pupils in Years 2 and 6 read fluently and talk enthusiastically about what they enjoy reading and why. Lower-attaining pupils read more hesitantly. They sometimes resort to guessing words they do not recognise, although they were able to show inspectors how they have been taught to tackle unfamiliar words using 'blending' techniques.

Quality of teaching

Parents and carers, and pupils themselves, are happy with the teaching provided. Although shortcomings in some lessons slow pupils' progress, teaching has a number of strengths. Relationships between staff and pupils are good, classrooms are well organised and activities are varied. In the best lessons, teachers make good use of questioning to check pupils' understanding. They plan interesting tasks and provide practical resources, including computers, to assist pupils' learning. Teachers' subject knowledge is good and their explanations are clear. These features do not appear in less successful lessons, and pupils sometimes have to sit and listen for too long when they should be actively setting about their own tasks. In these lessons, explanations are not always clear enough to allow pupils to tackle their own work with confidence. Work is not always well matched to pupils' needs so that some, particularly more able pupils, are not sufficiently challenged. Teaching in the Early Years Foundation Stage includes a good balance of teacher-led tasks and those chosen by the children themselves, which help to develop confidence and independence.

The quality of feedback pupils receive through marking varies. In some classes, pupils' mistakes are not picked up or, if they are, they are not then followed up in a way which ensures that pupils learn from them. In other classes, teachers' comments show pupils clearly how well they are doing and how they can improve their work. Homework is used effectively to promote learning.

The recently revised curriculum aims to promote key skills across all subjects. This has had a notable impact on pupils' numeracy skills but it not the same impact on their literacy skills, which are not given sufficient prominence in subjects other than English. Pupils' spiritual, moral, social and cultural development is well promoted across subjects. Pupils listen with interest and respect to visitors, including those from contrasting communities and faiths.

Behaviour and safety of pupils

'The school reflects good behaviour, fantastic manners and a sense of wanting to learn'. This comment was typical of many from parents and carers on inspection questionnaires. Parents and carers, and pupils themselves, say that behaviour is

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good and that pupils are safe at this school, and inspection evidence supports this view. Pupils, parents and carers also say that bullying is almost unknown and that if it did occur, they are confident that it would be appropriately handled. Behaviour in lessons and around the school is good, and sometimes outstanding. Pupils listen well to adults and to each other, and they show respect for other people's opinions. Pupils respond well to opportunities to think and reflect.

Routines and expectations, drawn up in consultation with pupils themselves, are made clear from the outset. Children in the Early Years Foundation Stage are supported well as they are introduced to the school's high expectations and clear routines. They happily take on jobs such as clearing up. Pupils' attitudes are positive. They take on responsibilities to help teachers in the smooth running of the school. Older pupils take responsibility for supporting younger ones, for example at lunch and play times. Pupils say their views are taken seriously by adults. Relationships are based on mutual respect.

The school provides good levels of support for pupils whose circumstances might make them more vulnerable. Inspectors saw telling evidence of ways in which such support has enabled these pupils to settle and make progress in their learning so that their achievement is in line with that of other pupils.

Leadership and management

The headteacher has successfully steered the school through a period of staffing upheaval, maintaining the confidence of parents and carers. As a result of staff training, there is now much closer monitoring of pupils' progress so that underachievement is swiftly identified. Although this has been beneficial in providing support for individuals, particularly for disabled pupils and those with special educational needs, it has not been fully effective in accelerating pupils' progress more generally. The impact has been felt in rising standards in mathematics, although not, as yet, in English. The school has satisfactory capacity to improve further.

The governing body is well informed and well organised. Its members are closely involved in the life of the school and are not afraid to offer challenge to the headteacher in order to shape the direction of the school and secure the best for pupils. The school provides a broad and balanced curriculum that meets the needs of all groups of pupils and enables them to make satisfactory progress. There is a wide range of extra-curricular activities, including sport and music, and take-up is good. The school has good partnerships with other organisations to enable it to extend pupils' learning opportunities. Visits, visiting speakers and theme weeks bring learning to life for pupils. Residential visits for older pupils provide opportunities for team and confidence building activities. The curriculum promotes pupils' spiritual, moral and social development well. Visitors from various cultures and faiths help to promote pupils' cultural awareness but pupils do not have opportunities to interact at first hand with pupils from contrasting cultures.

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A caring and inclusive community, the school takes care to ensure that all pupils have equal opportunities and there is no discrimination. No pupil is excluded from any activity. Leaders discharge well their duties regarding the safety and safeguarding of children. The school carefully checks all adults who come into contact with pupils, and has rigorous systems for minimising risks. Safeguarding and safety are kept under regular review to ensure that all statutory requirements are met and that good practice prevails.

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 | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

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|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



2 February 2012

Dear Pupils

Inspection of Mapplewells Primary and Nursery School, Sutton-in-Ashfield, NG17 1HU

Thank you for making us so welcome when we inspected your school. We enjoyed the time we spent talking with you, visiting your lessons and looking at your work. We found that you go to a satisfactory school. It does some things well but we have identified some things it could do better.

We were pleased to see how well you get on together and to hear that you feel safe and happy at school. Your teachers and other staff care about you and make you feel valued. We found you friendly, polite and helpful and your behaviour is good. You told us that you really enjoy trips and other activities, and you work hard in lessons. In the Nursery and Reception classes children make good progress and achieve well. In other classes, your achievement is satisfactory. You generally make better progress in mathematics than in English. You enjoy using computers in your learning.

Your headteacher and the other staff are trying hard to make the school better for you. We want to help them with this and so we have asked them to:

- make sure that you all make better progress in reading and writing, so that you achieve as well in these subjects as you do in mathematics.
- give harder work to those who can cope with it so that they reach even higher standards
- show you more clearly how you can improve your work when they mark it
- give you opportunities to team up with children from places other than your local area so that you can learn from each other about how different people live.

You can all help by continuing to behave well and by always trying your hardest.

Yours sincerely

Richard Marsden
Lead inspector

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