

# Mapperley CofE Controlled Primary School

## Inspection report

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<b>Unique reference number</b>	112836
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	378574
<b>Inspection dates</b>	17–18 May 2012
<b>Lead inspector</b>	Georgina Beasley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shaun Jackson
<b>Headteacher</b>	Richard Cripps
<b>Date of previous school inspection</b>	10 July 2009
<b>School address</b>	Mapperley Village Lodge Row Ilkeston DE7 6BT
<b>Telephone number</b>	0115 9325386
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<b>Age group</b>	4–11
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<b>Inspection number</b>	378574



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## Introduction

Inspection team

Georgina Beasley

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by four adults. Meetings were held with staff, pupils and representatives of the governing body. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at pupils' work, planning and assessment documents, monitoring reports, safeguarding procedures and the school's self-evaluation and improvement plans. The inspector received and analysed 25 questionnaires from parents and carers, 28 from pupils and 11 from staff.

## Information about the school

This smaller than average-sized primary school draws pupils from Mapperley village and the surrounding area. Virtually all pupils are White British. The proportion known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs supported by school action plus or with a statement of special educational needs is average. Children start school in the September following their fourth birthday and are taught in the same class as Year 1 and 2 pupils. The school meets the current floor standards which are the minimum standards for pupils' attainment and progress expected by the government. The school has Healthy Schools status, an environment award and an award for excellence in anti-bullying training.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. It is not good because pupils’ learning and progress in mathematics are not above satisfactory. Teaching is ably led and improving and is currently good in Key Stage 2. It has not been good enough for long enough to raise pupils’ achievement over time. The school tracks pupils’ progress closely and uses the information to focus professional development and improvement planning, but the impact on raising pupils’ achievement is not yet fully effective. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next Section 5 inspection.
- Achievement is satisfactory. Pupils struggle to apply mathematical knowledge and understanding to solve problems, and to explain how they reach their answers when calculating numbers. All pupils, including disabled pupils and those who have special educational needs, make satisfactory progress in writing and mathematics and good progress in reading.
- Teaching is satisfactory overall. Teachers do not ask questions that probe pupils’ thinking and understanding in some lessons. Assessment is not always used effectively to plan and adjust tasks that meet the needs of all abilities in classes. Teachers’ marking gives good guidance on how to improve a particular piece of work, but learning targets are too general. Consequently, pupils are not always clear enough about how well they are doing and how to improve their work independently.
- The inspection endorses the positive view of pupils, parents and carers that behaviour and safety are good. Incidents of bullying are extremely rare. Pupils enjoy school and have positive attitudes.
- Leadership and management are satisfactory. Since the previous inspection, the headteacher has successfully led improvements to the school’s environment and strengthened partnerships. School performance is managed satisfactorily.

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Monitoring of performance gives the school an accurate view of its effectiveness.

## What does the school need to do to improve further?

- Improve pupils' learning and progress in mathematics by giving them more frequent opportunities to investigate and apply their number knowledge to problem-solving activities, and to enable them to explain how they have reached an answer.
- Increase the proportion of good or better teaching by July 2013 by ensuring teachers always:
  - use assessment to plan tasks and set individualised targets that meet the different ability levels in classes
  - ask a range of questions that probe and extend pupils' thinking and that check understanding
  - use assessment information to adjust tasks when found to be too easy or too difficult.
- Embed procedures for involving all staff and the governing body in monitoring pupils' progress to strengthen improvements to teaching, the curriculum and to school improvement planning.

## Main report

### Achievement of pupils

Most parents and carers who returned a questionnaire have a more generous view of their children's progress than was justified by inspection findings. Pupils make satisfactory progress. The school is meeting pupils' individual needs satisfactorily, including those of more-able pupils, disabled pupils and those who have special educational needs.

Children's knowledge, skills and abilities meet or exceed age-related levels by the end of the Reception Year depending on their very varied starting points on entry to the school. Progress is satisfactory in all areas of learning, except in personal, social and emotional development which is good. Children quickly build positive relationships with each other and with adults. They join in with a range of activities, taking turns and sharing equipment amicably.

Attainment is average at the end of Years 2 and 6 in writing and mathematics. A strength in writing is the pupils' use of good communication skills and vocabulary to express their ideas clearly. In Years 1 and 2, pupils thought of some exciting descriptive words 'to visualise what their dragon looked like'. Pupils' progress is impeded by below-average spelling, punctuation and handwriting skills. Progress in lessons is, currently, good in Key Stage 2 due to the more focused teaching of these

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skills. Consequently, spelling, punctuation and handwriting skills are average in Years 3 to 6. In mathematics, pupils follow a given strategy to calculate numbers but, until this year, have had too little opportunity to investigate and solve real-life number problems without support from the teacher. As a result, when asked to solve problems independently, pupils struggle to decide the best method to use. Many pupils have difficulty explaining how they reach a particular answer and so need help to apply learning to another problem.

Attainment is above average in reading at the end of Year 2 and Year 6. A number of interventions including booster groups and reading partnerships help lower-attaining pupils, and disabled pupils and those who have special educational needs in particular to develop secure blending and comprehension skills. Pupils use their good computer and reading skills to research independently and good communication skills to talk confidently about their learning in science, history, art and geography. Learning was outstanding in a history lesson that enabled pupils to apply their analysis, reasoning, computer, research and communication skills to write descriptions of weaponry to be included in their Tudor armoury museum. Pupils learned not only the name and age of each weapon, but how it was used and by whom.

### **Quality of teaching**

Teaching is satisfactory, but improving. Parents and carers think that their children are taught well. Work in pupils' books reflects a marked improvement in the quality of teaching since February 2012 in Years 3, 4, 5 and 6. Teaching is now consistently good in Key Stage 2 and occasionally outstanding. Teaching in Reception and Key Stage 1 is satisfactory. Too many activities are led or directed by adults limiting the children's ability to learn independently and to show their full capabilities. Children in Reception do not have enough opportunity to choose when to learn outdoors because the indoor learning space is upstairs. Disabled pupils and those who have special educational needs receive the support they need to enable them to complete tasks. The teaching of reading is good across the school. As a result, pupils read independently for enjoyment and to research for information.

The use of assessment to plan different tasks for different abilities is not consistently good. Too often, pupils complete the same task regardless of prior learning and so some find tasks too easy and some struggle to complete them independently. Teachers' questioning is similarly inconsistent. Learning is good when teachers ask questions to find out what pupils are thinking and use the information to set an easier task for those who are struggling or to give those who quickly understand a different challenge. Where teaching is satisfactory, questioning helps pupils to complete tasks rather than extend their learning.

Teaching promotes pupils' spiritual, moral, social and cultural development well. Pupils enjoy working together collaboratively to share and rehearse ideas for writing, to discuss what is happening in their reading or to interpret evidence in history.

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Older pupils are beginning to take care to present their ideas neatly and have paid closer attention to spelling and punctuation in recent months. Nearly all pupils feel that teaching helps them to learn a lot in lessons and that teachers explain learning well. This is improving with more focused feedback. The marking of pupils' work in Key Stage 2 includes sharply focused guidance for improvement that is helping pupils to have a clearer understanding of how well they are doing and how to improve. The school has introduced targets for mathematics and writing but these are not specific enough to meet the range of abilities in each class.

### **Behaviour and safety of pupils**

The inspection endorses the views of the overwhelming majority of pupils and parents and carers who say that behaviour is typically good. Incidents of bullying are extremely rare. Pupils know what bullying is, including cyber bullying, and know what to do if they have a concern. Relationships with staff and each other are very positive. Pupils have high self-esteem. The collaborative agreement of school rules and the effective use of rewards and consequences when managing behaviour help pupils to reflect on how their actions affect others. Pupils enjoy school and have positive attitudes to learning. Behaviour is not outstanding because not all pupils have the same positive attitudes when presenting their work.

Good provision for pupils' spiritual, moral, social and cultural development is reflected in their strong sense of responsibility. Older pupils care for younger ones well when outside at play and when working together in family groups. Pupils like being able to place written concerns in the 'worry box' knowing that they will be tackled sensitively and confidentially. Positive play sessions give good individual care, support and guidance to pupils who need occasional, additional, emotional support.

All parents and carers who returned questionnaires said that their children felt safe in school and that their children are cared for well. The inspection endorses these views and those of the overwhelming majority of pupils who said that they felt safe. Pupils have a good understanding of how to stay safe. They are involved in agreeing risk assessments when going on school trips so that they know how to keep themselves and others safe. When visiting Forest School, pupils rapidly hang boundary markers to remind people where they can and cannot go. When walking to the forest, they remember to say 'petrol' to warn others of an approaching car and know what to do if they are approached by a stranger. All adults follow the agreed safeguarding procedures consistently and are constantly checking that the environment is safe and secure. Pupils' attendance is above average and punctuality is good. All absence is monitored and supported effectively.

### **Leadership and management**

The headteacher and senior teacher work closely together to promote high expectations for pupils' learning. Information from monitoring procedures and the

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tracking of pupils' progress provide an accurate view of the school's performance and help to identify relevant improvement targets and actions. Procedures are relatively new and not yet embedded and so are not making the desired impact on raising pupils' achievement to good over time. Focused professional development has improved the quality of teaching so that it is at least satisfactory and, sometimes, good or outstanding. Termly meetings to discuss progress are starting to hold teachers to account for pupils' learning. The regular sharing of assessment information with the governing body is helping governance to be not only supportive but also more challenging.

Areas identified in the previous inspection have been tackled successfully. The sustained trend of improved teaching, which is now good in Key Stage 2, and pupils' positive behaviour and attitudes to learning indicate the school's satisfactory capacity to improve further. The curriculum promotes pupils' learning and skills satisfactorily and pupils' spiritual, moral, social and cultural development well. Curricular topics, community events and activities with other local schools and globally promote pupils' good knowledge and understanding of diversity. Active links with a school in Gambia promotes pupils' good awareness of wider world cultures and communities. Opportunities for pupils to develop leadership skills including acting as Olympic Ambassadors and school councillors effectively support good spiritual, moral and social development.

The school promotes equal opportunities satisfactorily. There is no discrimination in this school. Disabled pupils and those who have special educational needs receive helpful support to involve them in all lessons and school activities and events. Parents and carers hold positive views about the school, particularly the pastoral care it gives their children. The inspection endorses these views. An evaluation of the school's environment has led to the creation of additional learning spaces for small-group teaching and different zones in the playground to support a range of playtime activities. Effective safeguarding arrangements ensure pupils' safety both onsite and during visits. Statutory requirements for safeguarding are met. The school listens to and responds well to parental concerns. It introduced partnership books in response to parental feedback to act as two-way communication between home and school. These books are working effectively for the most part in keeping parents and carers informed and in helping them to support reading at home. The recently introduced parental forum group is beginning to give parents a voice in school improvement planning.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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

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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.**



21 May 2012

Dear Pupils

**Inspection of Mapperley CofE Controlled Primary School, Ilkeston, DE7 6BT**

Thank you for your welcome when I visited your school recently. I was impressed with your good behaviour and how well you work together in lessons. You and the staff use the small amount of space imaginatively to organise and play a range of games at playtimes. It was good to see the school council and Olympic Ambassadors playing such an active role in school improvement.

Mapperley is a satisfactory school. It is not good because although you make good progress in reading and your speaking and listening skills, you are not making as good progress in mathematics. Teaching and the curriculum are improving but are not yet good.

I have asked the headteacher and teachers to improve the following three areas:

- to help you to apply your number knowledge to investigate and solve problems and to explain how you have reached an answer when calculating numbers
- to increase the proportion of good teaching to help you make good progress in all subjects
- to develop procedures for monitoring your progress and to use the information to improve teaching, the curriculum and school improvement planning.

You can help by referring to your targets and teachers' comments in their marking to check that you have done as well as you can. You can check in particular that your spelling and punctuation are correct and your handwriting is neat. You can also practise explaining to your friends and teachers how you solved a particular problem in mathematics.

I wish you well in the future.

Yours sincerely

Georgina Beasley  
Lead inspector

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