

# Mapplewell Primary School

Greenside Avenue, Staincross, Barnsley, S75 6BB

**Inspection dates** 10–11 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- From starting points that are generally well below average on entry to the Early Years Foundation Stage, pupils achieve outstandingly well at all stages as they move up through the school. Pupil progress is excellent.
- The school has highly effective procedures to support literacy, especially reading and writing. As a consequence, pupils read widely and attainment in reading is above average across the school.
- Disabled pupils and those with special educational needs and those known to be eligible for the pupil premium also make outstanding progress because of the high quality support they receive.
- By the time they leave school pupils are exceptionally well prepared for the next stage of their education.
- Much teaching is outstanding and is never less than consistently good.
- Teachers have excellent subject knowledge. They check pupils' progress meticulously in lessons and adapt their teaching to respond to pupils' needs.
- Teaching assistants are used extremely well to support pupils' learning both in class and in small group activities outside the classroom.
- Pupils' outstanding behaviour and positive attitudes make a strong contribution to their successful learning. They are very proud of their school.
- Pupils believe they are safe in school and both parents and staff strongly support this.
- Leadership and management at all levels, including the governing body, are exceptionally successful at driving the school strongly forward.
- The monitoring of teaching and learning is extremely rigorous and the outcomes are used astutely to drive up their quality.
- The significant improvements since the previous inspection in all aspects of the school's effectiveness testify to the strong capacity to maintain its outstanding effectiveness.

## Information about this inspection

- The inspectors visited 22 lessons and observed 11 teachers. One joint observation was undertaken with the headteacher.
- Inspectors spoke to groups of pupils about their learning in lessons and their safety in school. Inspectors listened to some pupils reading.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, inspectors looked at the school's self-evaluation and development plan, safeguarding information, school policies and governing body minutes.
- The inspectors analysed 18 responses to the on-line questionnaire (Parent View) and one letter that was sent to them. Inspectors spoke to some parents at the start of the school day.

## Inspection team

James McGrath, Lead Inspector	Additional Inspector
Stephen Wall	Additional Inspector
Barbara Martin	Additional Inspector

## Full report

### Information about this school

- This is a larger than average primary school containing Nursery and Reception classes.
- The proportion of pupils known to be eligible for the pupil premium is below the national average.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is well below the national average.
- The proportion of pupils supported through school action is below the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is average.
- The school meets the government floor standards, which set minimum expectations for attainment and progress.
- The school holds the Basic Skills Agency's Quality Mark for primary schools.

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

- Raise attainment even further by:
  - making sure that pupils always act upon teachers' comments in their books to further improve their work
  - ensuring that teaching is always consistent in providing pupils with opportunities to work independently, especially more-able pupils.

## Inspection judgements

### The achievement of pupils is outstanding

- On entry to the Early Years Foundation Stage, children have skills that are well below age related expectations. They make rapid progress throughout Nursery and Reception, developing particularly well in numeracy and their physical development.
- Through Key Stage 1 and Key Stage 2 pupils make exceptional progress to attain above national averages in English and mathematics by the end of Key Stage 2.
- Pupils say they read widely both at home and in school. Evidence of this was seen by inspectors in the pupils' reading journals. The school's rigorous programme of structured reading ensures that all pupils know how to 'break words down' when they are unsure about new vocabulary. The best readers are fluent and cope extremely well with an array of challenging vocabulary. Pupils' attainment in reading is above average with all levels of ability making outstanding progress.
- Attainment in writing and mathematics is above average. Pupils' writing is imaginative with many examples of confident use of punctuation and grammar. Pupils are highly skilled at applying their number skills to solve problems and apply these in other subjects.
- Pupils make rapid and sustained progress in reading, writing, English and mathematics throughout all year groups. Their exceptional attitudes to learning lead to achievement that is outstanding.
- The proportion of pupils who make or do better than the expected progress for their age has been high over the last two years.
- Disabled pupils and those who have special educational needs make impressive progress and achieve well. As a result of outstanding teaching and additional support, those who are known to be eligible for pupil premium make excellent progress.
- A review of pupils' work revealed that pupils from Year 1 to Year 6 make impressive progress in their learning. To ensure that pupils learn from their errors and move forward as briskly as possible, they should always respond to their teachers' comments.
- Outstanding teaching is a major factor contributing to pupils' exceptional progress. Teachers have a 'razor sharp' focus on pupil progress which is checked regularly and accurately. Parents are very positive about the progress their children make in school.

### The quality of teaching is outstanding

- Inspirational teaching has developed pupils' outstanding attitudes to learning. All lessons are exceptionally well planned and well structured so that all pupils make outstanding progress.
- Lessons go at a brisk pace and in a very lively manner. Pupils enjoy their lessons and settle seamlessly into groups where they work exceptionally well on their tasks and support each other's learning in a very mature manner. Teachers create an outstanding environment for learning and pupils respond by producing large quantities of high quality work.
- Teachers swiftly assess pupils' learning, adapting their teaching when necessary, so that all pupils, including the disabled pupils and those with special educational needs make impressive progress.
- Teachers' excellent questioning skills and high expectations lead to pupils providing extended answers which include precise use of high quality subject vocabulary. Teachers then use these answers to prompt discussion and further learning for all pupils in the class.
- Thorough marking of pupils' work enables teachers to build effectively on pupils' knowledge and understanding. All pupils know their targets for improvement which are recorded well in their booklet, 'My next steps in learning'. Occasionally, pupils are not always given the opportunity to reflect and respond to comments.
- Exemplary subject knowledge enables teachers to provide exciting opportunities for pupils to develop their literacy and numeracy skills. In one lesson, the teacher was facilitating a debate

about the effects of using fossil fuels and the environment. Pupils were keen to research and then write extensively about fossil fuels and their impact on the environment.

- A strong feature of all lessons is the excellent contribution made by highly skilled teaching assistants. They work with small groups of pupils who benefit considerably from their expertise in literacy and numeracy.
- Very occasionally, too much time is spent on whole-class explanations when more-able pupils would benefit from planned activities to develop independent learning.

### **The behaviour and safety of pupils are outstanding**

- Pupils' attitudes to learning are exemplary. They are keen and eager to learn which means that all lessons flow without interruption and pupils are keen to extend their knowledge and skills.
- Outstanding teaching has generated curiosity and a love for learning in pupils. Behaviour in lessons is exemplary with pupils making exceptional contributions to their learning.
- Pupils' behaviour outside lessons is impeccable. They are polite and treat each other with great respect and great dignity. Pupils are very confident and very much at ease with adults with whom they share their thoughts enthusiastically. The displays of pupils' work in corridors are treated with the greatest respect and make a significant contribution to an outstanding environment for learning.
- Pupils say there is no bullying and that they know what constitutes bullying, including cyber-bullying, and what to do if it ever occurs. They are confident that staff will deal with bullying effectively. Parents are extremely supportive and the large majority of parents who responded to Parent View, or who were spoken to by inspectors, indicated that the school makes sure children are well behaved and it deals with bullying effectively.
- Attendance is typically above average with very low levels of persistent absenteeism. Punctuality to lessons was outstanding during the inspection.
- School records indicate that behaviour over time has given very little concern and the rare occasion of exclusion is meticulously recorded with appropriate and proportionate actions taken.
- Pupils enjoy school and say they feel safe in school due to the excellent care and attention they receive from all of the adults in the school. Pupils have an extremely well developed sense of right and wrong. Staff are unreservedly positive about behaviour and safety.

### **The leadership and management are outstanding**

- Leaders and managers at all levels have an acute and highly effective focus on driving improvement. The headteacher's vision and drive for continuous improvement is shared by all of the staff and governors. The school priorities are underpinned by rigorous and accurate self-evaluation. This very strong sense of purpose is driving sustained improvement in teaching and pupil achievement.
- An extremely thorough system for monitoring pupil achievement ensures that the needs of all pupils are exceptionally well met. Leaders hold staff to account in ensuring that pupils' targets are met or exceeded.
- The headteacher monitors teaching robustly and is very aware of the many strengths as well as future needs. As a result, professional development is targeted to individual need as well as the school priorities. Other leaders play a full part in monitoring and enable staff to improve their teaching through observing each other and sharing best practice.
- The curriculum is balanced well and provides an outstanding focus on reading, writing and mathematics. A comprehensive reading programme, supported by teaching assistants, is raising attainment further in writing as well as reading. An impressive variety of school activities promotes pupils' spiritual, moral, social and cultural education.

- The school has highly effective strategies to engage with parents and keep them well informed of the progress being made by their children.
  - The local authority recognises the high quality education provided at this school and offers appropriate advice and support as needed.
  - The school's arrangements for safeguarding meet statutory requirements.
  - **The governance of the school:**
    - Governors are exceptionally well informed about the school's work and discharge their duties highly effectively.
    - Members of the governing body monitor and evaluate the use and effectiveness of the pupil premium. Exceptional support is given in both reading and writing to support outstanding development for those in receipt of pupil premium. This indicates the outstanding contribution towards equality of opportunity.
    - Governors have established highly effective systems to enable effective performance review for all staff, including the headteacher.
    - The governing body contributes to the development of the school's priorities and has impressive monitoring systems. It is supportive while rigorously challenging the school to improve further.
    - The governing body regularly evaluates its performance using guidance from the National and Local Governors Associations.
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## 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

<b>Unique reference number</b>	131949
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	402523

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Roy Miller
<b>Headteacher</b>	Mrs Hilary Galvin
<b>Date of previous school inspection</b>	27 April 2010
<b>Telephone number</b>	01226 381273
<b>Fax number</b>	01226 381272
<b>Email address</b>	p.crowley@barnsley.org



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