

Mapplewells Primary and Nursery School

Henning Lane, Sutton-in-Ashfield, NG17 1HU

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
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. Select

- Aspirational leaders and managers, including governors, have ensured the school has made rapid progress since its last inspection.
- All pupils achieve well. All make at least good progress and many make outstanding progress over time.
- Standards in reading, writing and, in particular, mathematics and English grammar punctuation and spelling, are well above those found in most schools nationally.
- Nearly all teaching is good and much is outstanding. Classrooms typically hum with the sounds of busy children.
- Pupils' attitudes to learning are exemplary. A well-disciplined sense of enquiry and curiosity are instilled in the Early Years Foundation Stage, and is consolidated and extended thereafter as pupils move through the school.
- Pupils' behaviour in classrooms and around the school is exemplary. Pupils are unfailingly well mannered, and enjoy strong relationships with all the adults. They say they feel safe and well looked after. Their attendance is above average.
- The headteacher is unswerving in expecting only the very best for each pupil. Staff share this relentless drive for improvement.
- Methods for tracking the progress pupils are making are meticulously detailed. However, leaders do not always record their observations of learning in lessons with sufficient rigour.
- Teachers are helped to become ever better through excellent training. Consequently, since the last inspection, teaching has improved very strongly.

Information about this inspection

- Inspectors observed significant parts of 22 lessons, three jointly with the headteacher. All full-time teachers were seen teaching.
- Inspectors undertook a large scrutiny of the work in pupils' books.
- Meetings were held with senior staff, three members of the governing body, the school's external adviser and, both formally and informally, with pupils.
- Inspectors looked at a wide range of other evidence. This included the school's website, very detailed assessment records, both current and historical, the school development plan, the school improvement plan, and the school's self-evaluation documents.
- The school's policies, and documents relating to safeguarding, behaviour and curriculum were also examined.
- Inspectors considered 44 responses to the Ofsted online questionnaire for parents (Parent View), and 23 responses to the staff questionnaire.

Inspection team

Terry McDermott, Lead inspector	Additional Inspector
Lynn Stanbridge	Additional Inspector
Rosemary Barnfield	Additional Inspector

Full report

Information about this school

- This school is a little larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Almost all pupils are of White British origin and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standard which sets the minimum expectations for pupils' attainment in English and mathematics.
- The school holds several awards including Investors in Pupils, and recognition as an International School.

What does the school need to do to improve further?

- Ensure that all evaluations of learning are recorded, in order to provide an even more secure basis for continuing professional development.

Inspection judgements

The achievement of pupils is outstanding

- Children join the school in the Early Years Foundation Stage with skills and knowledge which are a little below those typically found. They get off to an excellent start and make fast progress because there is a strong focus on developing their social skills and their ability to communicate clearly.
- Excellent teamwork throughout the school from Nursery upwards builds in children a curiosity to find out new things, so that when they leave school at the end of Year 6 their standards are significantly above average.
- Attainment and progress have risen sharply in recent years because teachers have focused on developing pupils' reading, writing and comprehension skills in English, and their numerical competency and problem-solving skills in mathematics. At the same time they have tracked meticulously the progress pupils are making.
- Pupils' mathematical skills and understanding are extraordinarily well developed. Constant practice and application of skills in Key Stage 1 breed great confidence, and pupils build on this in Key Stage 2 so that, in 2013, pupils in Year 6 had made excellent progress to reach standards almost four terms in advance of other pupils nationally.
- Pupils' achievement in English by the end of Year 6 is outstanding, reflected in their knowledge of English grammar, punctuation and spelling (more than a year in advance of the national average), reading (two terms in advance) and writing (almost two terms in advance).
- No group of pupils, be they eligible to receive the pupil premium, more-able pupils, or those needing extra support because of disability or special educational needs, underachieved when compared to similar pupils. Although pupils for whom the school receives pupil premium funding were about two terms behind other pupils in the school in English and mathematics, they were almost a year ahead of similar pupils nationally.
- The proportion of pupils making expected or more than expected progress in 2013 was high compared to national averages.
- The school's excellent tracking system accurately predicted the high levels pupils would reach in 2013, and indicates that the current Year 6 cohort, from a significantly lower starting point, are well placed to exceed their predecessors' impressive outcomes.

The quality of teaching is outstanding

- The quality of teaching in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 is often outstanding, and never less than good as evidenced from the impact it has on pupils' learning and progress over time. The school's own records, and a wide range of evidence, particularly in pupils' books, show that consistently high-quality teaching and rapid learning are the norm.
- Teachers have very high expectations of what pupils are capable of achieving. They challenge pupils relentlessly to do as well as they can. Pupils' very positive responses and willingness to try new things, or to use their prior knowledge to work things out for themselves, reflect their

excellent attitudes to learning.

- The very best lessons consistently challenge pupils to apply previously learned skills and understanding as they work their way through complicated scenarios. This was seen to excellent effect in an outstanding lesson in Year 4, when pupils were researching housing in ancient Egypt. Different groups of pupils synthesised a particular view from the perspective of a slave, an official, or a member of the pharaonic household. Follow-up sharing broadened pupils' views on different communities and cultures. They were thoroughly absorbed, open minded and enthusiastic pupils. The rate of learning about aspects of ancient Egyptian culture was most impressive, as was their use of sophisticated English in explaining what they had discovered.
- Teachers plan well for the needs of different groups of pupils in their class. Nearly all work is set at just the right level for all individuals, based on excellent information about the starting points of each, which is gained from the impressive school tracking system. Regular daily discussions between staff groups, particularly in the Early Years Foundation Stage, ensure that the progress of every child has a high profile.
- The teaching of mathematics is outstanding throughout the school. All adults, including teaching assistants, undertake weekly practices to hone their skills. This means that they can answer pupils' queries with precision, clarity and no little aplomb. This means that no time for learning is lost as lessons proceed at great pace.
- Pupils read widely and often, both in school and at home, as their comprehensive reading records show. Pupils say that they enjoy reading and that they get new books to read whenever they want. The love of independent reading and use of imagination is an obvious thread running right through the school.
- The marking of pupils' work is of the highest quality. Clear feedback is given to pupils on how to improve, and pupils make good use of this, both in writing and in follow-up work, to the guidance they receive. This is why their progress is so rapid.
- Teachers consistently present pupils with frequent practices to consolidate basic skills. They then plan interesting and stimulating lessons, where pupils work on their own, and which are based on practically tasks, well matched to pupils' different learning needs, which give pupils opportunities to apply and develop these skills. Thus confidence grows, progress is rapid and learning is outstanding.
- Teaching assistants play a very important role in helping pupils of different abilities to learn well. They have very detailed knowledge of individual pupils' needs. They use this knowledge very well when intervening rapidly to help pupils overcome any difficulties which might slow their learning.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around school is exemplary. Pupils, parents and staff agree that this is always the case.
- Pupils are exceptionally keen to learn. They work hard in lessons, sustain concentration very well and make significant intellectual efforts to find things out or deduce things for themselves. They listen closely to brief guidance, and then show great eagerness to get on in pairs or small groups. They love solving problems. All of this contributes to their rapid learning over time.
- Pupils move around the school calmly and with consideration for each other. They are always

polite and friendly. They can be trusted to work sensibly when not directly supervised. They sustain their concentration well, particularly when work is based on practical investigation or follows up an interesting topic.

- Pupils can explain clearly why they are safe in school. They say the adults look after them very well. Their parents confirm this. They say they are secure in school, and confidently express their trust in any adult should they need help to overcome any personal issues that may arise.
- Pupils are fully aware of the different forms bullying can take, but they say it does not happen here. They are particularly dismissive of prejudice-based bullying. There is no discrimination or prejudice shown in this school because adults have consistently modelled the attributes of respect, tolerance and politeness. These positive attributes illustrate that their spiritual, moral, social and cultural development is excellent. Pupils know the difference between right and wrong. They know that they must respect each other and their environment. They have half-termly topics related to different countries from around the world. They can talk articulately about their links with schools in Turkey and Kenya.
- They wear their bright blue uniforms with pride, and almost automatically tidy up after themselves. This is also reflected in their exercise books, which despite being heavily used are consistently neat, without scribbling or graffiti.
- Their enjoyment of school is shown by their above-average attendance.

The leadership and management are outstanding

- The headteacher has been the driving force behind the school's rapid rise. She is relentless in her drive for continuing improvement.
- She is supported very effectively by energetic and able senior leaders, and committed, experienced governors. There is a shared sense of purpose and ambition to raise the aspirations of pupils and staff even higher.
- The senior team checks the school's performance very closely. Leaders use their excellent coaching and mentoring skills to offer constructive advice and training to subject leaders, and deploy their highly effective teachers very well to extend and share excellent practice. Consequently, staff morale is high, their team working ethic is strong, and pupils' progress is accelerating even further.
- The headteacher has ensured that there are strong procedures in place to hold teachers to account for their performance. Staff are not allowed to receive pay increases unless it can be seen that they have successfully helped their pupils to make at least good progress.
- The achievement of all groups of pupils, including those whose circumstances might make them potentially vulnerable, is very strong, demonstrating the school's commitment to equality of opportunity for all is effective and successfully put into practice.
- The school has made good use of the primary sports funding allocation to appoint part-time specialist teachers of physical education. This is increasing participation rates and improving pupils' well-being. The funding is being used to develop the expertise and confidence of the school's own teachers to ensure sustainability into the future.
- Though the school's monitoring of learning is regular, frequent and accurate, leaders do not

always record their evaluations rigorously. This means that some small opportunities to secure further improvements are missed.

- The local authority considers Mapplewells to be a very effective school in need of minimal external support.

■ **The governance of the school:**

- Members of the governing have played, and continue to play, a strong role in driving the school forward. They ensure that they keep up to date with educational developments through regular attendance at training events. They have a very clear understanding of how well the school is performing when compared to national standards. Records show that they check regularly and robustly on all aspects of the school's work. Consequently, they know about the quality of teaching, and the benefits gained by pupils who are recipients of additional funding. They are closely involved in the recruitment of staff, and ensure that all staff perform well and are suitably rewarded. They have a strong commitment to ensuring the safety of pupils. They ensure that the school meets all statutory requirements including those relating to safeguarding pupils' well-being.

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	122458
Local authority	Nottinghamshire
Inspection number	425022

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Kenneth Sharpe
Headteacher	Claire Varley
Date of previous school inspection	31 January 2012
Telephone number	01623 455949
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