

# Mapperley CofE Controlled Primary School

Mapperley Village, Ilkeston, DE7 6BT

**Inspection dates** 21 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The most able pupils are not always challenged by the work they are set. As a result, not enough are reaching the higher levels of which they are capable, especially in mathematics and writing.
- Too few pupils achieve the required standard in the Year 1 phonics (the links between sounds and letters) check. Pupils are not encouraged to pronounce these sounds accurately.
- Governors are not clear about some aspects of their role, and as a consequence do not challenge the school's leaders robustly.
- Pupils are not given enough opportunities to apply their skills in writing and mathematics in other subjects.
- The new marking policy is not being used by some teachers as well as others, so some pupils do not always know how to improve their work. Marking is better in English than in mathematics or 'topic' books.
- Leaders' recent changes have not yet improved teaching or achievement sufficiently. Middle leaders responsible for subjects or age groups are not given enough opportunity to develop their skills and, as a result, are not leading their areas as effectively as they could.

### The school has the following strengths

- This is an improving school. The headteacher has drive, ambition and enthusiasm. He has high expectations of the pupils and the staff.
- The school has a friendly atmosphere where all pupils are valued, cherished and treated equally. Behaviour is good and pupils feel safe; they are polite and able to play together and work collaboratively.
- Parents value the wide range of activities that enrich pupils' learning.
- Attendance is improving because pupils enjoy their learning and are keen to come to school.
- Pupils are articulate and able to use a wide range of vocabulary, both descriptive and technical. Pupils are able to discuss books they have read and explain their preferences.

## Information about this inspection

- Inspectors were in school for one day and observed seven lessons, one of which was a joint observation with the headteacher.
- Inspectors heard two groups of pupils read, looked at work in books and spoke to a group of pupils about their work and their perceptions of the school. An act of collective worship, led by the headteacher, was observed.
- Meetings were held with the headteacher, governors, other leaders and a representative of the local authority.
- The inspection team looked at a range of documents, including the school's self-evaluation and improvement plans, governing body minutes and reports, and information on the current progress of pupils in the school, as well as their progress over the last three years. The inspectors also examined the school's policies in relation to safeguarding, behaviour and attendance, and arrangements for the management of staff performance.
- Inspectors observed the pupils at lunchtime, in the dining hall and in the playground.
- Inspectors took account of the 21 responses to the online Parent View survey. They also spoke to a number of parents before school.

## Inspection team

Jill Thewlis, Lead inspector

Additional Inspector

Malcolm Johnstone

Additional Inspector

## Full report

### Information about this school

- Mapperley is much smaller than the average-sized primary school. The numbers of pupils in the school are rising.
- The majority of pupils are White British.
- There are no pupils with special educational needs who are supported at school action. The proportion supported at school action plus or with a statement of special educational needs is above the national average.
- The proportion of pupils who are supported by the pupil premium (additional government funding to support pupils eligible for free school meals, in the care of the local authority or from service families) is below the national average.
- No judgement is included in this report on how far the school meets government floor standards because there were too few pupils in Year 6 in 2013 for valid comparisons to be made.

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

- Make teaching good or better in all classes by ensuring that:
  - the school's marking policy is consistently used in all classes and in all subjects, so that pupils are clear about how they can improve their work
  - all teachers show high expectations of what pupils can achieve in the work they set.
- Raise standards and rates of progress in mathematics and writing across the school by:
  - extending the learning of the more-able pupils through more challenging work
  - providing more opportunities for all pupils to apply their skills in writing and mathematics in other subjects
  - ensuring that when teaching phonics, teachers articulate the sounds accurately and encourage pupils to do the same.
- Improve the effectiveness of leadership and management by:
  - checking achievement and teaching systematically across the school
  - giving subject leaders the opportunity to develop their skills in leading improvements in their areas effectively
  - ensuring that governors are clear about all aspects of their role and challenge leaders robustly.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children enter the Reception class with the skills and abilities typically seen in children of their age. The small year group sizes mean that attainment fluctuates from one year to the next. They typically go on to make expected progress across Key Stage 1 but few exceed nationally expected progress by the end of Year 6.
- Fewer pupils than nationally achieved the required standard in the Year 1 phonic screening check in 2013. Pupils are not always encouraged to articulate these sounds properly.
- At the end of Key Stage 1 in 2013, pupils did better in reading than in writing or mathematics. The proportion of more-able pupils achieving the higher Level 3 in mathematics was below the national average and lower than the proportion reaching this level in reading and writing.
- Attainment at the end of Year 6 in 2013 was also lower in writing and mathematics than in reading. Not enough pupils reach the higher levels because some teachers do not show high enough expectations of what the pupils are able to achieve. Consequently, the work they set does not always challenge pupils sufficiently, particularly the most able, and they do not make consistently rapid progress.
- The work seen in books and lessons indicates that pupils currently in the school are making expected progress in reading and writing, but too few are exceeding expected progress. In part, this is because they have too few opportunities to practise these skills in other subjects. In mathematics, some pupils are now making more rapid progress because they are benefiting from consistently good or outstanding teaching.
- Disabled pupils and those who have special educational needs make at least expected progress because the support they receive is matched well to their needs.
- There is no difference in the rate of progress made by pupils supported by pupil premium funding and their classmates. There were too few eligible pupils leaving Year 6 in 2013 to comment on their attainment without identifying individuals.

### The quality of teaching

### requires improvement

- There is some good and outstanding teaching but over time, teaching has not been good enough to enable all pupils to make good progress.
- There is a lack of challenge for the most able pupils in some classes. Some teachers do not articulate the way letters should sound clearly enough so pupils can learn how to use them accurately in their reading and writing. The expectations of some teachers are not high enough.
- Teachers mark work regularly but the effectiveness of the marking is variable. Marking in pupils' English books is more helpful than in mathematics or topic books. Pupils are sometimes not able to improve their work because marking does not make clear how they could do this.
- Where pupils learn well and make rapid progress, this is because teachers question them skilfully to check and deepen their understanding of what they are learning, and adapt activities so that they are suitable. However, this good practice is not evident in all classes.

- Pupils are articulate and are able to use a wide and extensive vocabulary to explain their thinking. Teachers generally promote discussion and encourage the use of dictionaries and thesauri.
- The work of the teaching assistants is of a high quality. They receive clear guidance from the teachers about the pupils they are helping and as a result the support they provide is very effective. Consequently, these pupils make good progress.
- The small group and individual support provided for specific pupils is well planned and as a result, these pupils make at least expected progress.
- Homework is set regularly and appropriately and includes English, mathematics and topic work.

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

- The behaviour of pupils is good. It is not outstanding because some teachers do not routinely apply the school's behaviour policy. However the few minor examples of inappropriate behaviour do not lead to pupils' learning being disrupted.
- Pupils and parents are very positive about behaviour. The system of rewards and sanctions is understood and appreciated by all pupils.
- Pupils are confident, polite and friendly. In the playground, they all play together harmoniously, irrespective of age. There are positive relationships between the adults and the pupils. Older pupils are encouraged, through the 'family' system, to help younger pupils resolve conflicts.
- Attendance is rising due to the concerted efforts of the staff and because children want to come to school. As one parent said, 'He wanted to come to school at half past eight because he loves it so much.'
- The school's work to keep pupils safe and secure is good. The school complies with all safeguarding requirements. Pupils are particularly knowledgeable about e-safety.
- Pupils and their parents are unanimous that children are safe in the school. Parents are confident that pupils are well cared for.
- Pupils understand about the different forms of bullying and the difference between bullying and falling out. There is very little or no bullying and on the very rare occasions when this kind of behaviour does occur, it is promptly and effectively dealt with.

### **The leadership and management requires improvement**

- Leadership and management are not yet good enough to ensure that teaching and achievement are consistently good. The ambitious headteacher's well-focused plans are beginning to be effective and more pupils are making good progress than was previously the case. However, the impact of these changes on teaching and standards is not yet fully evident.
- Senior leaders check on teaching and the progress of pupils but due to the heavy teaching commitment of the headteacher, these checks are not always as systematic as they should be. Other leaders are not yet given enough responsibility to make a full contribution. Even so, pupils

who are at risk of underachieving are now quickly identified and support provided.

- Teaching through topics enables the pupils to make links between the various subjects. However, not enough opportunities are provided for writing and so these opportunities are not as effective in improving pupils' progress as the school had intended.
- The headteacher provides annual targets for teachers which are linked to the performance of the pupils. Teachers are encouraged to undertake additional training and the headteacher facilitates this.
- The local authority has provided appropriate support. This has been targeted in specific areas, such as in raising the quality of teaching and in making better use of the outside area for the Early Years Foundation Stage. This work is enabling the school to make progress in these areas.
- The additional primary school sports funding is being used well to develop the expertise of all staff, not just the teaching staff. The school has formed partnerships which allow pupils to participate in a range of competitions. A key part of the planning is to provide a wide range of physical activities rather than just the traditional team or individual sports.
- The development of pupils' spiritual, moral, social and cultural development is good. The school recognises that pupils have limited contact with other ethnic groups and works hard to develop empathy and understanding of other cultures, for example through links with a school in Gambia and by being part of the International Schools. The school gives due regard to developing pupils' understanding of its own values while helping them appreciate the contribution of other major religions.
- All pupils have access to all activities. There is no discrimination.
- The majority of parents view the school positively. Typical comments include, 'We love it - it's brilliant.' Parents particularly value the availability of the staff, the approachability of the headteacher, the range of activities that enhance the curriculum, and the warm and welcoming family atmosphere.
- **The governance of the school:**
  - Governors are committed to the school and are provided with a wealth of information about the progress and attainment of pupils by the headteacher. They have already attended a range of training events and have arranged further training relating to the governance of small schools. Governors ensure that the finances of the school are well managed. They are clear about how they measure the performance of the headteacher and they receive anonymised information about the performance of other staff. However, they do not oversee the way teachers' pay is linked to pupils' performance carefully enough. Governors understand the main strengths and weaknesses of the school and are familiar with the official data the school receives that describes pupils' achievements. They are less clear about the impact the pupil premium is having and do not challenge the school sufficiently about its performance. Governors ensure that safeguarding requirements are fully met.

## 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>	112836
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	430686

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>	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>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Shaun Jackson
<b>Headteacher</b>	Richard Cripps
<b>Date of previous school inspection</b>	17 May 2012
<b>Telephone number</b>	0115 932 5386
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