

Mapperley CofE Controlled Primary School

Mapperley Village, Ilkeston DE7 6BT

Inspection dates	12–13 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and other leaders have brought about significant improvements since the last inspection.
- Pupils' attainment in both key stages 1 and 2 in reading, writing and mathematics is consistently at or above the national average. The majority of pupils in Year 6 are deemed secondary school ready.
- Pupils make good progress by Year 6 in reading and mathematics. Pupils' progress in writing is improving quickly.
- The most able pupils make good progress and reach good levels of attainment in all subjects in all years.
- Children enjoy their time in the early years. Staff use their good knowledge of the individual children to plan activities and enable them to make good progress in most areas of their learning.
- Pupils who have special educational needs and/or disabilities are supported extremely well and make good progress.
- Disadvantaged pupils make good progress in English and mathematics; many outperform their peers.
- The majority of pupils' conduct and attitudes are exemplary. Pupils enjoy school, attend enrichment activities enthusiastically and most come to school regularly.
- Parents, staff and pupils are highly supportive of teachers and they praise the headteacher's leadership.
- Subject leaders have brought about significant improvements in their respective subjects across the school.
- Governors have a sound grasp of the school's priorities; they have provided very good support and challenge to the headteacher.

It is not yet an outstanding school because

- New initiatives to improve writing in the early years and Year 1 are not fully implemented and effective.
- Pupils' understanding and knowledge of cultures and faiths other than their own, by the time they leave school, is too limited.

Full report

What does the school need to do to improve further?

- Implement fully and evaluate the new strategies, started this year, to improve writing skills in the early years and Year 1 so that they are fully effective.
- Further secure pupils' knowledge and understanding of the different faiths and cultures that make up modern Britain.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and governors have acted quickly to address the areas for improvement from the previous inspection. The quality of teaching has improved and pupils' outcomes are improving in all subjects. Leaders and managers, especially the headteacher, enjoy high levels of support from staff, pupils and parents.
- The school's culture and ethos is well embedded. Pupils enjoy learning and flourish in an inclusive and supportive environment. Staff invest time and energy to make learning fun. They help pupils develop a strong sense of resilience so that they can deal with the challenges of the curriculum and strive to reach their very best. Parents praise the school's work to ensure that pupils take on the necessary challenges of external and internal testing with confidence.
- New appointments to the leadership team since the last inspection have made a significant difference to improvements in English and mathematics across the school. Staff work more consistently to apply school policies. Subject leaders and the headteacher monitor the work of all staff regularly and effectively.
- The headteacher and other teachers collaborate well with other schools to moderate their judgements about pupils' achievement and they act upon recommendations from external reviews. Recent moderation work showed that the school's assessment judgements are robust. The headteacher contributes to developments locally through a local cluster of village schools.
- The school has developed rigorous systems to monitor the progress of individual pupils. Each child's specific strengths and weaknesses are recorded meticulously and their progress is tracked regularly. Intervention strategies are specific and successful. This accounts for the good progress made by disadvantaged pupils. In addition, one-to-one tuition, delivered by qualified teachers, an example of the good use of the pupil premium funding, is making a significant difference to these pupils' progress.
- The leadership of the provision for pupils who have special educational needs and/or disabilities is a strength of the school. The leader is knowledgeable and diligent. Her careful consideration of pupils' educational and health needs means that she draws upon specific and appropriate support from local agencies to help each child progress. Teaching assistants are effective and qualified.
- The school's curriculum is broad and balanced. There are plenty of opportunities for pupils to engage in sporting, creative and musical activities. Themed weeks, such as arts week and internet safety week, allow pupils to engage more deeply with related issues. Pupils speak highly of their experiences. The school's links with Forest Schools and Derbyshire Wildlife Trust have been successful in helping pupils to value their environment and become more ecologically aware.
- Pupils' spiritual, moral and social development is encouraged well through the school's curriculum, including school's daily collective worship, through which moral issues are raised. Cross-curricular projects encourage pupils to understand topical issues from a wide variety of angles. For example, pupils have discussed the values enshrined in the forthcoming Olympics, and the importance of space exploration, during Tim Peake's mission. Pupils' social skills are developed well because pupils are given a wide range of opportunities to represent their school and take on leadership positions.
- Pupils' cultural understanding is promoted mainly through the study of the main religions in religious education lessons. However, older pupils demonstrate gaps in their knowledge about the key characteristics of religions other than their own. The school promotes wider cultural awareness by inviting different visitors to meet the pupils and share their experiences. Pupils recently enjoyed opportunities to try mehndi designs on their hands by representatives from the Derby Multi-Faith Centre. Parents, including members of the parents and teachers association, support clubs and events to develop pupils' wider life skills and interests, such as cooking and gardening; all clubs are well attended by pupils.
- Sports funding is used well by the school. Pupils have gained recognition locally and regionally for their sporting achievements. Pupils reached the Derbyshire finals in golf and boccia. The school's links with Erewash Sports Partnership have been successful. All pupils participate in extra-curricular sporting clubs. The school successfully encourages every child to be physically active, extend their skills and improve their health and well-being. As a result of the school's popular lunchtime running club, some pupils have entered local 'Parkrun' events and running competitions.
- The systems to manage the performance of teachers are coherent and robust. Teachers are not rewarded unless strict performance criteria are met.
- Subject leaders have developed a number of initiatives to improve English and mathematics throughout the school. Training to improve teaching practice is regular and effective. The action plans to develop the

effectiveness of mathematics and English teaching further contain appropriate activities. However, the way the plans will be monitored and evaluated is not clear or sharply focused. The headteacher and governors are aware of this and plan to act on this weakness as soon as possible.

■ **The governance of the school**

- Governors have acted quickly to address the recommendations from the recent review of governance. Their actions included reconstituting their committee structure and recruiting skilled professionals with a background in education.
 - Governors ensure that they gain first-hand information about the effectiveness of leaders' work. They meet with curriculum leaders regularly and speak with pupils and parents to gain their views.
 - Governors hold the headteacher to account well through effective performance management systems. Targets are challenging and monitored well.
 - Governors have excellent understanding of the school's budget. They understand the complexities and challenges of managing a budget for a small school. Consequently, spending decisions are made astutely. Government funding for sport, pupil premium pupils and pupils who have special educational needs and/or disabilities is spent effectively to ensure maximum value for money.
- The arrangements for safeguarding are effective. The headteacher is the designated safeguarding lead. He and all those with responsibilities for keeping pupils safe have a sound understanding of their roles and duties under the government legislation. Pupils at risk are monitored well and support is provided in a timely manner. The headteacher is tenacious in following up concerns raised by teachers and sourcing the correct support for pupils and their families. The curriculum is developing well to support pupils in managing the risks they may face. These activities include how to be safe on the internet, and fire and water safety. Some pupils make use of the school's 'worry box' to inform staff about things that are upsetting them. Bullying is rare. Pupils feel safe and they are very well supported by the staff in the school. Parents overwhelmingly agree with this view.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved. The headteacher and governors have made astute staffing appointments since the last inspection, which has contributed to improved practice and pupils' accelerated progress in both English and mathematics.
- The vast majority of pupils are highly engaged in their learning. Teachers engender excellent attitudes among pupils; they prepare stimulating resources and have a keen understanding of each pupil's learning needs and so pupils enjoy their learning.
- The teaching of reading is effective. Teachers have developed their practice well, especially in the teaching of phonics (letters and the sounds they make). Pupils develop good skills from a young age to decode unfamiliar words and read with confidence and good intonation. Their comprehension skills have improved further through focused daily 'basic skills' tuition each morning in all classes.
- The teaching of mathematics is a strength of the school. Teachers are well supported by the mathematics leader to develop pupils' arithmetic and problem-solving skills. Pupils apply their skills to real-life situations regularly. The most able pupils are challenged through 'mastery' activities. In one mathematics lesson, a pupil who completed a series of problems using the 24-hour clock, devised his own problem, using a number of complexities, for other pupils to solve. Pupils were excited about the challenge.
- Pupils' writing skills are improving quickly. New strategies to promote writing are starting to make a difference, especially for younger pupils and boys. However, these strategies are in the early stages of implementation and therefore are not fully effective. Pupils demonstrate increasing sophistication in their writing as they get older. For example, while pupils in the Year 1 and 2 class were observed enthusiastically discussing the best sentences using alliteration and onomatopoeia, Years 5 and 6 pupils worked in groups successfully to select and deploy information appropriately in preparation for a project about the history of the Olympics in ancient Greece. Teachers use popular video-sharing websites to further enthuse pupils to develop their writing, with great success.
- Pupils use their improving writing skills well in other subjects, such as religious education and history.
- Teaching assistants are deployed well by teachers in the classroom. Teaching assistants who support pupils who have special educational needs and/or disabilities are particularly effective because they are suitably trained. Pupils' educational plans are well put together and targets are monitored.
- Pupils learn how to improve their work because they are frequently given opportunities to reflect on the teachers' comments and tackle further challenges. Pupils say they value the feedback they get from

teachers. Parents also say teachers keep them informed about their child's progress and areas for improvement.

- Homework supports learning across the school. Pupils enjoy the tasks and teachers ensure that parents are kept informed about homework expectations on a weekly basis; parents praise the school's efforts to keep them informed and involved their child's learning.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils have developed excellent personal and social skills. They are well-mannered and polite; they cooperate with each other and accept each other's differences.
- Pupils undertake a number of leadership and 'service' roles and responsibilities. Each pupil in the upper years is required to be a lunch server to younger pupils. They wipe down tables after lunch and help the lunchtime staff. Pupils across the school also have opportunities to take leadership responsibilities; they represent their school as sports ambassadors and act as leaders for others as school council representatives, prefects, ICT (information and communications technology) champions and special assistants.
- The school organises pupils into cross-age groups which they call families. The pupils in the 'family' become 'brothers' and 'sisters' and, like a family, they look out for each other and make sure each member of the family is happy and included. Reception children are well cared for by their older 'brothers' and 'sisters'. This structure contributes to pupils' high sense of well-being. One pupil said of the school, 'we're a small school but a big family!'
- There are no recorded incidents of bullying. There have been incidents of pupils falling out with each other but these are few and far between. Pupils are confident that any adult in school would help them if they were worried or concerned about anything. Parents value the support and care their children receive from the staff in the school.
- Overall, pupils' spiritual, moral, social and cultural development is good. However, aspects of pupils' basic knowledge and understanding of other religions and cultures, especially of those more commonly practised in Britain, is scant and sometimes confused. The opportunities pupils have had to identify similarities between their religion and that of others is not fully understood. This lack of knowledge compromises their preparation for life in modern Britain. There are few opportunities for pupils to celebrate other religious festivals.

Behaviour

- The behaviour of pupils is good.
- The vast majority of pupils behave themselves extremely well, both in and out of class. Pupils cooperate with teachers and the vast majority follow the school rules consistently.
- Pupils say that teachers follow the behaviour system consistently.
- The 'behaviour ladder', introduced this year, has proved successful in adding further incentives for pupils to behave well. Pupils respond well to praise, which teachers use very well. A high number of pupils have received rewards, the most popular of which has been afternoon tea with the headteacher. The very few individuals who descend the behaviour ladder because of poorer behaviour are supported well to make improvements. The headteacher keeps a close eye on the behaviour ladders to monitor individual progress.
- Pupils enjoy coming to school. Attendance figures are high for most pupils. Very few are persistently absent. Teachers work closely with the families of the small minority of pupils whose absence is affecting their progress.
- Parents, staff and pupils agree that pupils' behaviour is a notable strength of the school.

Outcomes for pupils

are good

- Pupils' attainment in both key stages 1 and 2 is consistently at or above the national average in all subjects. The majority of pupils' performance in reading and mathematics has been particularly strong

over the last two years, especially the proportion achieving higher levels.

- The latest results for 2016 suggest that most pupils continue to do well in all three subjects. The overall results in reading, writing and grammar, spelling and punctuation were particularly strong. The school was rightly disappointed by the very small number of pupils who did not achieve the standard in mathematics as expected, albeit by only a few marks. However, the average performance of pupils in all subjects compared very favourably with the national picture.
- Pupils make good progress from the early years to the end of key stage 1. Those who failed to reach a good level of development in Reception quickly catch up.
- The vast majority of pupils also make good progress at key stage 2 from their different starting points. The progress pupils make in writing is particularly notable, since this was a key area for improvement at the last inspection. Where previously boys' progress was below that of girls', this trend has changed; boys' progress in all subjects is improving and compares favourably to girls'.
- In all year groups, the most able pupils, including those who exceeded at least expected outcomes in the early years, make good progress. These pupils receive additional attention in class so that they reach their potential.
- Disadvantaged pupils are supported well. They make good progress in all subjects across year groups and sometimes make more rapid progress than their peers.
- Pupils who have special educational needs and/or disabilities make good progress. Individuals are carefully supported by well-qualified teachers and assistants.
- Pupils' attainment in phonics is consistently strong. Pupils' reading skills are a strength. Pupils enjoy reading and they read widely and often. One pupil told the inspector proudly that she is well known as a 'book worm'. The school supports pupils' interest in particular authors by purchasing popular books. Those pupils who need to catch up, particularly some boys, are supported well and soon read as well as they should for their chronological age.
- The very small, but growing, number of pupils who are learning English as an additional language make good progress. These pupils and their families receive good attention to support their language needs.
- Pupils are very well prepared for their secondary school life.

Early years provision

is good

- Children in the early years are happy and safe. They enjoy coming to school, behave sensibly and relate well to all the adults in the class.
- Children settle in well because staff take time to introduce them to the setting before their start date and get to know their families.
- All children with broadly average starting points achieve a good level of development in all their prime areas of learning. Those starting below typical expectations for their age, mostly boys, are provided with more focused activities to accelerate their development. Staff use a range of resources, such as new technologies, to stimulate boys' interest. This has contributed to the increased number of boys this year reaching a good level of development or accelerating their progress in literacy compared to previous years.
- The early years leader has introduced new initiatives to further improve children's literacy skills, especially their writing skills. Children undertake specific physical exercise to stimulate and refine their fine and gross motor skills. Early evidence of the impact of this strategy suggests that some children have improved their letter formation, especially those behind their peers, after a 10-week course. Leaders understand the need to fully embed these strategies and monitor and evaluate their impact fully.
- Both the indoor and outdoor provision is well resourced with stimulating and exciting materials. Children engage in creative activities and role play enthusiastically. The effective early years leader and the teaching assistant work seamlessly together because they understand each child's learning needs extremely well.
- All adults provide a safe and caring environment for the children. Parents are kept informed about their child's progress and learning via regular daily contact with staff. The early years leader also uses social media to inform parents about projects and activities taking place in the setting. Parents speak highly of the quality of communication between school and home.

School details

Unique reference number	112836
Local authority	Derbyshire
Inspection number	10009091

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair	Tina Langsdale
Headteacher/Principal/Teacher in charge	Richard Cripps
Telephone number	0115 932 5386
Website	www.mapperleycont.derbyshire.sch.uk
Email address	headteacher@mapperleycont.derbyshire.sch.uk
Date of previous inspection	21 March 2014

Information about this school

- Mapperley is a much smaller than average-sized primary school.
- The majority of pupils are White British. There is a very small number of pupils with English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is much smaller than average. There are no pupils in receipt of education, health and care plans.
- The proportion of pupils who are disadvantaged is much smaller than average. Disadvantaged pupils are those who are known to be eligible for free school meals or in the care of the local authority.
- The school runs a breakfast club from 8am each morning. Governors have responsibility for this provision.
- The school meets requirements on the publication of specified information on its website.
- No judgement is included in this report on how far the school meets the government's current floor standards because there were too few pupils in Year 6 in 2015 for a valid comparison to be made.

Information about this inspection

- The lead inspector met with a range of school leaders including: the headteacher, subject leaders, the special educational needs coordinator and four members of the governing body. In addition, the inspector met with the local authority representative.
- The inspector observed all teachers teach and observed English, mathematics and phonics teaching across all years. The inspector also watched the headteacher conduct the daily collective worship.
- The inspector met with a group of pupils formally and also spoke with many more informally during lesson observations, lunch and breaktimes.
- Five pupils across different year groups read to the inspector.
- The inspector spoke informally with parents at the start of school and took note of their views through the 23 responses to the online Ofsted questionnaire, Parent View, and 10 responses to the free text facility.
- 26 responses from Ofsted's survey for pupils and five for staff were scrutinised. A range of school documentation was evaluated, including the school and departmental action plans, the school self-evaluation report, monitoring records, behaviour and safeguarding logs. The minutes from governors' meetings and external reports from the local authority visits were also scrutinised.

Inspection team

Zarina Connolly, lead inspector

Her Majesty's Inspector

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