

Inspection of a good school: Mapperley Plains Primary and Nursery School

Central Avenue, Mapperley, Nottingham, Nottinghamshire NG3 5LD

Inspection dates:

8–9 October 2019

Outcome

Mapperley Plains Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school. Relationships between staff and pupils are good. Pupils know there is an adult who will help them if they have any concerns. Pupils feel safe. Bullying is rare. If it occurs, it is sorted out very quickly.

Staff have consistently high expectations of pupils. Pupils have positive attitudes towards learning.

Pupils' behaviour is good, in lessons and at playtimes. The school is a calm place.

Pupils are proud to take on responsibilities within their classes. Pupils enjoy taking part in the good range of sporting and recreational activities, both during the school day and as part of after-school clubs. Pupils are proud of their school. A number of pupils told me that this is an 'amazing' school.

What does the school do well and what does it need to do better?

The curriculum ensures that pupils learn about a wide range of subjects. Leaders have ensured that it is well planned and sequenced. It is designed to help pupils build their knowledge over time.

Subject leaders are knowledgeable. They share their expertise with all teachers. Leaders have provided training for teachers to increase their subject knowledge and expertise.

Leaders want pupils to enjoy reading. They provide lots of opportunities for pupils to read and to develop their vocabulary. Pupils enjoy story time each day. The vast majority of pupils learn to read accurately and fluently. Phonics teaching has a clear structure and staff use appropriate resources. Pupils who need help to catch up in reading are supported well.

Teachers know what pupils can do and understand. They use this information to plan

activities which help pupils build on their knowledge. They pick up on pupils' mistakes quickly and help pupils to learn from these mistakes. Teachers make sure that activities are challenging and interesting. For example, pupils were excited by the scientific experiments. They were engrossed when weighing everyday classroom objects and deciding if kilogram or Newton measurements applied. In a reading lesson, pupils were enjoying remembering and predicting what might happen to Mary Poppins' umbrella. In mathematics, pupils in Year 6 were working out if they could afford to buy concert tickets, depending on the price and how many children were going.

The vast majority of pupils achieve well in reading, writing, mathematics and science. They gain a broad knowledge base in other subject areas. Teachers help pupils to remember what they have learned through quizzes and rhymes. Pupils talk about facts being 'sticky knowledge'.

Some work is not adapted as well as it could be for pupils with special educational needs and or/disabilities (SEND) or those who find it difficult to understand and remember things. Teachers do not always make sure that they consider these pupils' needs in all activities. Teaching assistants do not have the subject-specific knowledge they need to support these pupils well.

The curriculum helps pupils develop by ensuring that they become resilient, confident and healthy. Pupils take part in a wide range of sporting activities, art and drama clubs. They take part in trips and visit places of worship to develop an understanding of the range of faiths and cultures represented in modern Britain. They also raise money for charities.

The curriculum in the early years is exciting and interesting. Staff help children to develop their independence. Phonics is taught well. Children make a good start with early reading and mathematics. Children achieve well. Teachers make sure that parents and carers know how to help their children to learn and remember more. Children are well prepared to start Year 1.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to safeguard and care for pupils. Staff and governors have been trained well. Leaders are quick to act on any concerns they receive. Detailed checks take place to make sure that staff and visitors are suitable to work with children. Teachers help pupils understand how to keep themselves safe. Pupils know who they can ask for help if needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always consider the needs of pupils with SEND and those who find it difficult to remember and apply their knowledge. Leaders should ensure that the curriculum is adapted to help these pupils know and remember more.
- Teaching support staff do not have the subject knowledge they need to be able to support pupils effectively. Leaders should ensure that staff are trained so that they are able to implement the curriculum effectively to ensure that all pupils achieve well.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 8 March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122525
Local authority	Nottinghamshire County Council
Inspection number	10110150
Type of school	Primary and nursery school
School category	Community School
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	The governing body
Chair of governing body	Mark Smalley
Headteacher	Andy Cassidy
Website	www.mapperleyplains.notts.sch.uk/
Date of previous inspection	8 March 2016

Information about this school

- There have been no significant changes at the school since the last inspection.

Information about this inspection

- The inspector met with the headteacher and deputy headteacher. He also held meetings with subject leaders, the special educational needs coordinator and other members of staff.
- The inspector carried out deep dives into reading, mathematics and science, and looked at a range of other subjects, including physical education and computing. This included discussions with leaders, lesson visits, discussions with teachers and pupils, and scrutiny of pupils' work.
- The inspector met with the headteacher in his role as designated safeguarding lead and a member of support staff. He looked at documentation relating to safeguarding and the school's protocols for safely recruiting staff.
- The inspectors met with pupils. He also spoke with them in the playground at lunchtime and at other times during the school day.

Inspection team

Gary Nixon, lead inspector

Ofsted Inspector

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