

# Inspection of Mapperley CofE Controlled Primary School

Mapperley Village, Ilkeston, Derbyshire DE7 6BT

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Inspection dates: 7 and 8 February 2023

## **Overall effectiveness**

**Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Mapperley Church of England Primary School is a happy and caring school. Pupils say that the school is like a 'family'. At break and lunchtimes, pupils enjoy using the well-equipped outdoor space. Older pupils care for and play well with younger pupils.

Pupils understand the school's behaviour expectations, 'be ready, be respectful and be safe'. They say that teachers use the behaviour policy fairly. There are clear routines that pupils understand and follow. They learn in calm and orderly classrooms. Pupils say that they enjoy learning. There are positive relationships between staff and pupils. Bullying is rare. Pupils know that if it did happen, staff would deal with any issues well. Staff know children in Reception well. They are well cared for.

Many pupils enjoy taking part in a range of extra-curricular activities that the school provides. They attend choir, sports club and homework club. Leaders ensure that pupils get to experience many sporting opportunities and competitions. Most pupils enjoy taking part in these. For example, pupils recently took part in a dodgeball competition with other schools.

Parents and carers are positive about the school. They like the community and 'family feel' of the school.

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

Leaders have ensured that there is a broad and balanced curriculum in place for all pupils, including children in the early years. The curriculum for most subjects identifies what pupils will learn and when. For example, in mathematics and physical education (PE), curriculum plans are ambitious and well sequenced. This helps teachers to deliver the curriculum well. As a result, pupils build their knowledge over time. In mathematics and PE, most pupils achieve well.

The English curriculum is not well planned. It is not clear how pupils will develop their knowledge and skills. Some lesson activities focus on tasks rather than the knowledge pupils need to know. This means that some teachers are unsure how pupils will build on what they have already learned. As a result, in English, some pupils do not achieve as well as they should.

Most teachers deliver other parts of the curriculum well. They present information clearly. Teachers use questioning to check pupils' understanding. However, they do not always check that pupils' learning is secure. Sometimes, teachers do not identify misconceptions. This means that some pupils have gaps in their learning and repeat mistakes.

Leaders are ambitious for all pupils to develop a love of reading. Pupils enjoy the stories that teachers read to them. Pupils who are not fluent in reading read to an adult every day. Leaders have prioritised early reading. Children in Reception and pupils in key stage 1 learn phonics every day. Books are well matched to the sounds they know. Some staff do not have the knowledge and skills they need to deliver the phonics programme consistently well. Leaders use assessment to identify pupils with gaps in their phonics knowledge. These assessments do not always precisely identify what pupils find difficult. Interventions to help pupils catch up are not frequent enough. This means that pupils who struggle with reading do not progress as well as they could.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) well. In lessons, pupils with SEND get effective support. They access the same curriculum and achieve well in most subjects.

Children in Reception follow an ambitious curriculum. It prepares them well for key stage 1. Staff know the learning needs of the children well. Children follow clear routines and engage in meaningful activities. They know how to work and play well together.

Leaders have high expectations of pupils' conduct. Pupils are respectful to one another and to staff. Collective worship reinforces the school's values and Christian ethos. Pupils know to treat those who are different with respect.

Leaders promote pupils' personal development well. Pupils learn about different cultures and faiths. They learn about healthy lifestyles and relationships. Every pupil gets to go to forest school. Pupils enjoy taking part in this. Pupils have opportunities to develop their talents and interests. For example, many pupils take additional musical instrument lessons in school.

In some subjects, leaders do not always check how well the curriculum is being delivered. This means that they do not know what needs to improve. As a result, weaknesses are not always addressed quickly enough. Leaders consider the workload of staff. Staff are proud to work at the school. Governors know the school well. They provide effective support and challenge.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that there is a strong culture of care and safeguarding in the school. They know their pupils and families well. Staff are well trained and receive regular safeguarding updates. They know how to report any concerns they may have. Leaders record and monitor safeguarding concerns well.

Pupils say they feel safe in school. They know who they can speak to if they have a concern. Pupils learn about internet safety and how to stay safe in the community.

Governors check the school's safeguarding arrangements regularly to ensure that pupils are safe.

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

### **(Information for the school and appropriate authority)**

- In English, leaders have not set out clearly the knowledge and skills that pupils should gain as they progress through the curriculum. This means that pupils do not always build on previous learning. Leaders should ensure that there is a coherently planned and sequenced curriculum in place for English.
- Teachers' checks on pupils' learning do not always identify misconceptions. This means that some pupils have gaps in their knowledge. Leaders should ensure that teachers check pupils' understanding systematically so that misconceptions can be accurately identified and addressed.
- Pupils at the early stages of reading who are falling behind in their phonics knowledge do not receive regular interventions to help them keep up. As a result, some pupils do not read as fluently and confidently as they could. Leaders should ensure that assessment of pupils' phonics understanding precisely identifies the gaps in their knowledge. These pupils should then receive regular, well-planned interventions so that they catch up quickly.
- Leaders' checks of curriculum delivery are not frequent or accurate enough. This means that leaders are not always clear about what needs to improve. Leaders should ensure that the implementation of the curriculum is regularly monitored and that staff have the expertise to carry out monitoring activities.

## **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 information from Ofsted Parent View 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.

## **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

<b>Unique reference number</b>	112836
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10211486
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rachel Newton
<b>Headteacher</b>	Richard Cripps (executive headteacher)
<b>Website</b>	<a href="http://www.mapperleycont.derbyshire.sch.uk">www.mapperleycont.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	12 and 13 July 2016, under section 5 of the Education Act 2005

## Information about this school

- The school became part of the Horsley and Mapperley Federation in September 2022.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher and other leaders of the school.
- The lead inspector met with a representative from the local authority.

- The lead inspector met with the chair of governors and members of the governing body.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- Deep dives were carried out in the following subjects: early reading, mathematics, English and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys.
- The inspector reviewed a range of documentation relating to safeguarding, the school's self-evaluation, behaviour and governance.

### **Inspection team**

Paul Halcro, lead inspector

His Majesty's Inspector

Karen Slack

Ofsted Inspector

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