



Mapplewells Primary and Nursery School

Inspection Report

Unique Reference Number 122458
LEA NOTTINGHAMSHIRE LEA
Inspection number 281269
Inspection dates 3 April 2006 to 4 April 2006
Reporting inspector Mr. Martin Newell LI

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

Type of school	Primary	School address	Henning Lane
School category	Community		NG17 1HU
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01623 455949
Number on roll	240	Fax number	01623 455949
Appropriate authority	The governing body	Chair of governors	Mr. Alan Simms
Date of previous inspection	9 February 2004	Headteacher	Miss. Margaret Gretton

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Mapplewells is an average sized primary and nursery school. The proportion of pupils who are entitled to free school meals is broadly in line with the national average. The school's population includes an average proportion of pupils with learning difficulties although the proportion of pupils who have statements of special educational need is below average. A significant proportion of pupils start school with communication and mathematical skills which are less well developed than most 3 and 4-year-olds. Almost all pupils are White British and none of the very small percentage of pupils from a minority ethnic background are at an early stage of acquiring English. The school has Investors in People status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The inspection confirms the school's judgement that this is a satisfactory but improving school. The headteacher provides very good leadership and is tackling weaknesses in a determined and rigorous manner. Improvement since the last inspection has been satisfactory but under the leadership of the current headteacher the school has a good capacity for further improvement. Pupils are great ambassadors for the school in terms of their enthusiasm, behaviour and desire to do well. Parents are very supportive of the school and a good number commented on the impact of the headteacher with remarks such as 'energising' and 'like a breath of fresh air.' The fact that children reach standards expected of their age by the end of the Reception year and achieve well, owes much to the outstanding and exciting teaching in the Reception class. Standards by the end of Year 2 and 6 are generally at an average level. The achievement overall of pupils in Years 1-6 is satisfactory because progress is not yet consistent enough in Years 3 and 4. Teaching overall is satisfactory and good when learning is made exciting, challenging and fun. Teaching in Years 3 and 4 at times lacks the demand to stretch pupils. Pupils' personal development across the school are well cared for and parents appreciate the way that their children are treated as individuals. The school goes the extra mile to keep pupils safe and to make them aware of how to live a healthy lifestyle. Attendance continues to improve and is now close to the national average. Well considered steps have been taken by the headteacher to improve pupil tracking and target setting procedures and to increase the role subject leaders play in monitoring pupils' progress. However, whilst shoots of success are beginning to show these initiatives have not been in place long enough to have the best possible impact on ensuring all pupils achieve well. The school provides satisfactory value for money.

What the school should do to improve further

- Improve the quality of teaching in Years 3 and 4 to enable all pupils to consistently achieve well.
- Ensure that best use is made of assessment data to set exacting targets and to track regularly how well pupils are doing.
- Ensure that subject leaders play a focused, rigorous and effective role in monitoring pupil progress and achievement.

Achievement and standards

Grade: 3

Overall children start at school with skills and knowledge that are below average in key areas of communication and mathematical skills. Although children's progress in Nursery is satisfactory it accelerates greatly in the Reception class because of the outstanding teaching, and standards are at an expected level by the end of the reception year. Standards by the end of Year 2 are at an average level in reading, writing and mathematics and data shows that they have been close to this level over several years. Achievement for all pupils, including those with learning difficulties is satisfactory. Test and assessment data show that over time standards by the end of Year 6 are close to the national average. Standards were higher in 2005 but this

reflected the higher natural ability of this group of pupils. Although pupils reach targets that are set they have not always been particularly challenging. Achievement, including those with learning difficulties, is satisfactory overall in Years 3-6, but is not always consistent enough in Years 3 and 4. This is because at times not enough is expected of pupils, particularly in mathematics. The school is fully aware of this and is tackling well the fact that it needs to monitor pupil progress more regularly. Pupils make better progress and achieve well in Years 5 and 6 because the teaching is better, particularly in Year 5. Although rigorous target setting procedures have been recently introduced targets need to be exacting, particularly in Years 3 and 4, if all pupils are to achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy their schooling well and have good self-esteem. The high standards of behaviour reflect the consistent approach taken by all staff to maintain these levels. As a result pupils are polite and friendly to visitors and understand how their behaviour and attitudes affect others. Bullying is not an issue and pupils say that there is 'always someone to turn to,' if they have a problem. The pupils are keen to learn even when the teaching is less vibrant and interesting. Pupils work well together and take responsibility maturely. Attendance rates are improving as a result of recent school initiatives to prevent families taking holidays in term time and are now broadly average. There is good provision for the pupils' spiritual, moral and social development. Pupils' moral and social development are strengths with plenty of opportunities to debate national and international issues. Opportunities to develop a deeper awareness of the cultures of the wider world are more limited but increasing. The school forum plays a developing role in the school's decision making process and is particularly involved in the improvement of the school playground. The pupils have a good understanding of how to stay safe and how to nurture good health through eating well and keeping fit. Pupils' contribution to taking part in community activities is satisfactory. The standards that pupils attain and their ability to work in groups or independently, appropriately equips them for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with some good and outstanding practice. Teaching is outstanding in the Reception class because learning is brought springing to life through lessons that are laced with stimulating and exciting activities that constantly hook and maintain the interest of the children. Across the school relationships are very good and pupils are generally managed well. Teaching assistants make a powerful contribution to how well pupils learn despite the fact that pupils' individual education plans are not always sharp and concise enough. In the good

teaching, of which examples were seen in Years 2, 5 and 6, lessons are packed with pace, work is challenging and the learning needs of individual pupils are met well. The weaker teaching is in Years 3 and 4. Here there are occasions when expectations are not high enough in terms of the quality of the work produced and there is a lack of real challenge, particularly, but not exclusively, for the higher-attaining pupils. Assessment is satisfactory. The headteacher has introduced good quality assessment and tracking procedures but they have not been in place long enough to have the best impact on pupil achievement. The marking of pupils' work, although satisfactory, is too variable. There are some good examples where pupils are clearly informed of what they need to do to improve but some marking in Years 3 and 4 is poor.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum that generally meets pupils' needs. Teaching of literacy and numeracy is given an appropriate emphasis. The school has rightly flagged up the need to develop further pupils' problem solving skills in mathematics. The curriculum provides many instances for pupils to put their computer skills to effective use in different subjects. Pupils are given good opportunities to learn about sex education and relationships and they are taught well how to keep safe. Good guidance is on hand about what is needed to stay fit and healthy. The pupils are delighted with the increasing number of after school clubs and visits and particularly appreciate the residential visits for pupils in Years 3 to 6. The Foundation Stage provision is satisfactory overall, with outstanding strengths in the Reception class. However, the outdoor area needs much development to provide a stimulating outdoor classroom. The school has recognised the need to improve the provision that it makes for pupils of differing abilities so that it enables pupils to achieve well rather than satisfactorily.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory with some food features. The school takes good care of its pupils. Child protection and health and safety procedures are clear, understood and followed by all staff. The pupils feel secure in school and say that they have a voice that is listened to. Pupils are provided with good guidance on keeping safe and healthy. Arrangements to ensure pupils transfer into the school and onto the next stage of their education are good and this contributes strongly to the pupils' sense of well-being. Good links are in place with outside agencies to meet the diverse needs of pupils. Staff know individual pupils well and work hard at meeting their social and emotional needs. However, the school's procedures for monitoring pupils' academic progress are not yet rigorous or robust enough to have the best impact on pupil achievement.

Leadership and management

Grade: 3

The leadership and management are satisfactory. Since the last inspection adequate self-evaluation has been used to bring about satisfactory improvement. Since her recent appointment the headteacher has astutely identified precisely the areas that the school needs to tackle to improve. School self-evaluation is now honest, frank and importantly very accurate and mirrors the inspection findings. The headteacher is ensuring that parents, pupils and other stakeholders are given an increasing voice in the school's decision making and self-evaluation processes. She is an inspirational leader who has created a strong team spirit. She is very well supported by the deputy headteacher, who shares her passion and drive to move the school on. The school is rightly developing the role of subject leaders so that their role is more focused on monitoring and raising pupil progress and achievement. This has not been the case in the past but their enthusiasm and desire to improve standards are clearly evident. The school has a good capacity for improvement. This is partly because of the strong leadership of the headteacher and recent training for teachers which mean that pupils in Years 5 and 6 make good progress. Governance is satisfactory. Governors are supportive and committed to the school but recognise that they need to play a more formal role in monitoring the work of the school to get a better grasp of its strengths and weaknesses. The school makes effective use of its resources and accommodation to ensure satisfactory value for money.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You may remember that we inspected your school not too long ago and now I am writing to let you know what we found out. Before I do, I would first of all like to say a big thank you to all of you for making us feel so welcome and for being so kind, polite and helpful. We managed to talk to lots of you and you are super ambassadors for the school. It was great to hear how much you enjoy school. It was particularly good to hear that bullying is not a problem at the school and that you know there is always someone to turn to if you are worried. Mr Edwards and I particularly enjoyed the assembly at the end of the inspection and we hope you did too! I am wearing the glasses as I write this letter! We found that there are lots of good things about your school. The best teachers often make learning enjoyable and try to help you to achieve well. The school helps you to learn about the importance of keeping fit, healthy and safe and works hard at making sure you are looked after well. Another strength is the way that the staff, led very well by Miss Gretton are always looking to make the school a better place for you to learn. But a great strength of the school is YOU!! Your behaviour, your enthusiasm, how you appreciate what the school offers you, how well you want to do and your respect for adults and one another, are just some examples. I have talked to your teachers about how they can help make the school even better. Teachers are going to make learning more fun, exciting and challenging in some classes and they are going to check more closely that you always make the progress of which you are so clearly capable of! Miss Gretton and all the staff want the school to continue to improve. Having met you, I am sure you will want to play your part as well. I wish you every success in your futures. It was a pleasure and privilege to meet you.