

## Mapperley CofE Controlled Primary School

### Inspection report

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<b>Unique Reference Number</b>	112836
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	325697
<b>Inspection date</b>	10 July 2009
<b>Reporting inspector</b>	Robert Drew

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 on roll</b>	
School (total)	60
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Shaun Jackson
<b>Headteacher</b>	Mrs Amanda Godber
<b>Date of previous school inspection</b>	29 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lodge Row Mapperley Village Derby Derbyshire DE7 6BT
<b>Telephone number</b>	0115 932 5386
<b>Fax number</b>	0115 932 5386

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## Introduction

The inspection was carried out by two additional inspectors. They evaluated the overall effectiveness of the school and investigated the following issues: reasons for variations in standards in recent years; children's standards on entry to the school; attendance levels; and whether pupils' personal development is good or outstanding. They gathered evidence from observations of pupils in lessons and around school, discussions with staff, pupils and governors and from the scrutiny of documents and pupils' work. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small school draws pupils from Mapperley village and the surrounding area. Virtually all pupils are White British. Very few pupils are entitled to free school meals. The proportion of pupils with learning difficulties is broadly average, but none has a statement of special educational needs. Early Years Foundation Stage provision is in the form of a reception group within the Key Stage 1 class. The school holds the national healthy schools and ECO awards and the Derbyshire award for excellence in anti-bullying training.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school which pupils enjoy attending and which ensures that they make effective academic and personal progress. Parents express overwhelmingly positive views about the quality of provision for their children. The school's own assessment of its strengths and weaknesses is accurate and honest.

The most recent test results in Year 6 show that standards are above average. Progress is, therefore, good, from children's overall average levels of skills and knowledge on entry to the Early Years Foundation Stage, although below average in some aspects of literacy and numeracy. By the end of Year 2, standards are a little above average and beginning to rise. In part this reflects a much-improved approach to regular and reliable monitoring of progress by staff, whose assessments have become increasingly accurate and realistic. Pupils' work in other year groups indicates that the high standards in Year 6 are sustainable. The school has addressed effectively the dip in Year 6 results in 2008 and a weakening trend in Year 2 tests. The strong recent focus on practical skills has produced dramatic improvements in science, with pupils attaining exceptionally high standards in Year 6. The school's greater emphasis on problem-solving in mathematics has also led to well above average standards. Year 6 English results are also above average, with reading standards well above average and those for writing broadly matching national levels. The school's recent focus on reading skills in Key Stage 1 has been very effective. However, writing at both key stages now lags behind other areas of performance, with too few pupils reaching the highest levels.

The school accurately judges pupils' personal development as good. All pupils show an eagerness to learn and in some lessons their attitudes are exceptionally positive. They take responsibility readily and help in many aspects of the school's day-to-day running. For instance, older pupils act as playground helpers and play a key role in after-school activities, such as the gardening, eco-school and sports clubs. A minority of younger pupils can lose their focus on work rather too easily, but overall behaviour is good. Pupils express a marked freedom from bullying and they know how it should be avoided or dealt with. Their awareness of how to maintain personal safety is also good and their enjoyment of school is a major strength. Their good attitudes to healthy living are evident in their heavy participation in sport and in the wise choices they make regarding diet. While attendance is broadly average, the statistics do not sit easily with the extremely strong support for the school expressed by parents and pupils. The school is taking all possible steps to raise attendance, but holidays taken during term-time depress overall levels significantly.

There are strong links with the local church and some involvement in the rest of village life. Pupils expressed a wish to be more active in this way, suggesting a jointly run allotment, for example. Whether in explicitly religious contexts or normal lessons, the school offers many opportunities for reflection and as a result, pupils' spiritual development is excellent. The strong care, guidance and support have also led to good moral and social development. However, there are fewer regular opportunities in the formal curriculum or extra-curricular provision to help them to understand the lives of other communities in the United Kingdom or abroad. Thus, their cultural development, while satisfactory, lacks depth.

Teaching and learning are good. Teachers and teaching assistants engage pupils well. Relationships in lessons are often excellent and pupils feel confident enough to offer ideas or seek help. Teachers express themselves clearly and are encouraging in their manner. Lessons

have a good variety of activities and promote whole-class and individual learning effectively. There is scope for these good features to become excellent. For instance, the pace of teaching and the clarity of objectives for pupils of different needs is generally satisfactory, sometimes good, but rarely outstanding. The proportion of time given to whole-class teaching sometimes delays the opportunities for older pupils to work on more demanding tasks on their own. Among the younger pupils, activities are not generally given rigorous time limits, which can slow the lesson and allow some loss of focus. Pupils are given feedback on their work, but this is predominantly verbal so that some find it hard to remember and reflect on these comments and put them to good use.

The good curriculum, stimulates pupils well and contributes significantly to their enjoyment of school. Enrichment activities strengthen this further. Sport is particularly well developed. The school is seeking to expand the degree of focus on skills and integrated topics in order to generate even greater engagement by pupils. There is some additional provision for gifted and talented pupils, but this is modest. Care, guidance and support are good, promoting good learning and personal development, and with all safeguarding requirements met. Pupils with learning difficulties receive effective support. The progress of all pupils is now monitored regularly and effectively and helps teachers re-focus aspects of their work.

All the recent improvements in standards reflect successful aspects of leadership and management. The headteacher has made a very accurate appraisal of her school and dealt well with a range of issues. Subject leaders have been strongly supportive in helping her to apply fresh strategies to English, mathematics and science teaching and ensuring that all staff are secure with new requirements. The capacity for good future improvement is proven. Overall, targets are suitably challenging and have been part of the reason for rising standards. They are less demanding than they might be for able pupils, especially in terms of expectations in writing. Monitoring is done regularly by the headteacher, but subject leaders have too little opportunity to contribute their specialist analysis of how effective teaching is in their subject. The governing body is very well informed about the school and has a good impact on its work. Governors are involved in its day-to-day activities and provide good support and guidance. The school is aware that its contribution to community cohesion is in the early stages. The introduction of pupils to the local, national and global diversity in peoples' lives is adequate, but pupils themselves are keen to seek closer ties, suggesting, for instance, that they would like pen friends from schools in very different settings.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children enter the Reception class with skills and knowledge that are broadly in line with expectations for their age. They have some strengths in aspects of speech development and social and personal competence, but are less secure than expected in literacy and numeracy skills. However, they make good progress towards the early learning goals because teaching is effective and they find school enjoyable and stimulating. Children play well together and are good at choosing from a range of activities. Staff and children are aware of safety issues and all statutory regulations are met. Care for children is good because staff have a pleasant, reassuring, manner with them, at the same time working hard to challenge them. The Early Years Foundation Stage is led and managed well and provides children with a good start to their education at the school. For example, children's learning needs are assessed accurately on arrival and their progress monitored regularly. Parents and the Early Years Foundation Stage staff value the close partnerships that are in place and which help them to support children's

learning and progress. Children make good progress in pre-writing skills and numeracy and particularly rapid progress in communication and physical development. They have limited scope for free flow between indoor and outdoor options because of accommodation constraints.

### **What the school should do to improve further**

- Raise standards in writing in both key stages, especially for the most able, by setting more demanding targets and expanding gifted and talented provision
- Expand pupils' knowledge and understanding of people from other cultures, locally, within the UK and globally
- Transform a significant proportion of good teaching and learning into outstanding quality by improving the pace of lessons, the clarity of objectives for different groups and the written feedback given to pupils

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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



## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

13 July 2009

Dear Pupils

Inspection of Mapperley CoE VC Primary School, Derbyshire, DE7 6BT

Thank you for the warm welcome you gave us during the inspection of your school last week. We enjoyed our visit. You attend a good school and enjoy what it has to offer. Your parents are right to be very supportive of its work.

There are many things that the school does well, particularly:

- the high standards you reach by the time you leave Year 6
- the good progress you make
- your good, sometimes excellent, behaviour and maturity
- the effective teaching and the good care and support you are given
- the success the headteacher and coordinators have had in helping standards to rise recently, especially in science, mathematics and reading
- the good support from your well-informed governors

Your school can improve even further. It needs to:

- improve standards in writing, especially for the most able, by setting more demanding targets and providing additional activities outside lessons
- help you learn more about people from other cultures who live in Derbyshire, in the United Kingdom and globally
- help staff turn good lessons into outstanding ones, by improving the pace at which you learn, making the purpose of learning for all groups of pupils more clear and giving you better written feedback on your work.

We send you our best wishes for the rest of your time at Mapperley. We hope that Year 6 pupils make a good start at secondary school.

Yours faithfully

Bob Drew

Lead inspector