

# Mappleborough Green CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	125640
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340809
<b>Inspection dates</b>	26–27 January 2010
<b>Reporting inspector</b>	Faysal Mikdadi

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	117
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martyn Hale
<b>Headteacher</b>	Erica Hayton
<b>Date of previous school inspection</b>	6 September 2006
<b>School address</b>	Henley Road Studley Warwickshire
<b>Telephone number</b>	01527 852240
<b>Fax number</b>	01527 852240
<b>Email address</b>	head3041@we-learn.com

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	26–27 January 2010
<b>Inspection number</b>	340809

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by two additional inspectors. Just under half of the time was spent looking at learning. Six lessons were observed and all teachers were seen. Meetings were held with pupils, the chair of governors and staff, and informal discussions were held with parents and support staff around the school. Inspectors observed the school's work, and looked at the school development plan, data on progress and attainment and the responses on 49 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- provision in the Early Years Foundation Stage
- progress and attainment in each year given the fluctuating prior attainment on entry to each year
- the impact of leadership on teaching and on improving pupils' progress.

## Information about the school

Mappleborough Green is a smaller than average primary school. It has a largely White British population with a very small number of pupils from minority ethnic backgrounds. Almost all children travel to school from the town a short distance away, on the other side of a main road. The school has Healthy School Status and a PE Activemark; it is working towards an Eco Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Mappleborough Green Church of England Primary School provides its pupils with a satisfactory quality of education and it has some good features. Standards and basic skills are broadly average and the pupils' understanding of economic well-being is satisfactory. Adults take good care of the pupils and help them develop well. Pupils feel safe and they understand how to maintain good health. The school community is a cohesive one but the school does not do enough to teach pupils about living in a culturally diverse society. There are few local opportunities for inviting members of the minority ethnic community into school because the school is in a predominantly White British area. Recent ICT innovation make possible to make links with schools in culturally diverse areas which the school intends to do.

Since the headteacher's appointment, senior leaders, teachers, staff and governors have developed a united vision for continuous improvement and fully recognise what needs to be done to ensure that the current satisfactory provision improves further. Parents are supportive of the school. One parent reflected the views of others in saying, 'The school provides a supportive environment for the children. The basic skills are thoroughly taught and a great deal of effort goes into ensuring a rounded education'. Pupils speak well of their school saying that 'school is fun' and it 'helps me learn'.

The headteacher and staff have successfully focused on enhancing literacy. The result has been significant improvements in language skills and above-average standards. A similar focus has this year been placed on improving numeracy skills with early evidence showing some improvement in the last term. As a result of rigorous monitoring, teaching has improved from being teacher-led to more active, with a variety of hands-on learning experiences for pupils. This has been particularly successful in addressing individual needs through matching tasks to pupils' differing abilities. The school's leaders also monitor progress in order to maintain improvements through setting realistic targets for pupils. The school has a good capacity for sustained improvement.

The headteacher is well supported by an assistant headteacher and a governing body that has changed significantly over the last year. Governors support the school as well as hold it accountable for pupils' progress. The result has been a steady improvement in areas such as literacy standards, teaching methods and governor involvement. Staff and governors have a clear idea of the school's strengths and weaknesses.

When children join the Early Years Foundation Stage, they arrive with broadly average attainment, although this fluctuates from year to year. Profile assessment results show that the majority make good progress. They develop well socially, emotionally and academically. Results at the end of Key Stage 1 are above average and those for the

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

end of Key Stage 2 are broadly average. Over the last three years, attainment has been broadly average although the small numbers make a year-by-year analysis more difficult. The main improvement over time has been in literacy standards with some emerging improvements beginning in numeracy. Pupils speak with increasing confidence as they go up the school. The Early Years Foundation Stage's successful focus on listening skills has paid off, especially in the way that pupils work together and talk to each other throughout the school.

Parents and their children speak well of the efforts that teachers make to enhance pupils' learning. Since the headteacher's appointment, teaching has broadened in order to cater for all abilities and to vary learning experiences. Teaching is never less than satisfactory with some good features. Teachers are particularly good at creating opportunities for practical work which suits pupils' varying abilities. They are also effective in creating situations to allow pupils to show empathy and to understand some fairly complex situations. Teachers also do well in encouraging pupils to use language in a variety of ways. Assessment is satisfactory with some teachers giving clear advice on how to improve performance further. This is particularly effective in Years 5 and 6. Such advice is not consistent across all years. Teachers do not always use higher order questioning aimed at gauging understanding. This means it is harder to cater for the children's gains in learning and to fill any gaps in learning.

The school has effective links with parents. These good links make it easier for the pupils to settle down quickly on first starting school. Pupils' spiritual, moral, social and cultural development is good. Enhancing spiritual development is a particular strength of the school, through its Christian ethos and because of the widespread opportunities that pupils have to sense awe and wonder in the classrooms. The school also does a particularly good job of socialising pupils within a strong moral code of behaviour.

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

- Improve assessment strategies so that they have a direct impact on learning by:
  - ensuring that teaching is flexible enough to cater for children's changing understanding and gains in learning
  - developing higher-order questioning skills so that teachers are able to gauge understanding in a way that enhances pupils' learning further.
- Enhance the promotion of community cohesion by:
  - giving pupils more opportunities to experience British cultural diversity
  - ensuring that there are more opportunities in the curriculum for pupils to experience the values of different religious, ethnic and socio-economic groups.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Observations of pupils' learning, reviews of their work and discussions with them showed that they made consistently satisfactory progress in all areas except in literacy where they make good progress. Pupils with special education needs and/or disabilities make similar progress to their peers. Attainment by the end of Early Years Foundation Stage is broadly above average with children making good gains on their prior attainment. Attainment at the end of Key Stage 1 is above average and at the end of Key Stage 2 it is broadly average although it has improved in English. Pupils are encouraged to use information and communication technology (ICT) successfully which helps them with their literacy skills. Boys are particularly keen on using computers and the school makes the best use of this characteristic. The biggest improvement in literacy has been in writing skills, which are now above average in Years 5 and 6. Pupils' mathematical and scientific investigative skills are satisfactory and improving with the increasing opportunities made available to do practical work independently and in pairs or groups. Consequently, pupils report enjoying their learning in all three areas.

Behaviour at all times is good. Pupils are courteous, communicative and keen to help. For example, they enjoy talking about their school and do so with considerable humour. When they are in the playground, they play together well and treat each other with consideration. There are no recorded incidents of racial or other forms of harassment. Pupils spoken to were adamant that they had not experienced or witnessed any bullying. The school is a safe and happy environment and pupils clearly like being there which helps them to achieve satisfactorily. They have a good understanding of health issues. Pupils feel safe and enjoy being given responsible jobs. They feel that they are listened to. Satisfactory literacy, numeracy and ICT skills prepare pupils for the next stage of their education. Attendance is satisfactory.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching has improved since the headteacher's appointment because she has introduced more rigorous monitoring, a more open approach to learning with a focus on what the pupils do in relation to their individual needs. These improvements have meant that lessons seen during the inspection were good although the impact on outcomes is only partially apparent at this early stage except in the way that literacy skills have been enhanced well. Assessment is satisfactory; most pupils understand what they need to do next to improve their performance although this is not consistent across the school.

The curriculum successfully meets the differing needs of all pupils including those with special educational needs and/or disabilities. There is sufficient flexibility now to allow opportunities for active learning. Pupils perform particularly well when the curriculum offers them opportunities for practical, hands on experiences. For example, pupils were seen showing significant empathy with homeless people when they played the role of a homeless little girl from a story that they had read. Elsewhere, pupils showed great empathy in writing after taking part in role play. The curriculum is supplemented by additional activities which are aimed at enhancing learning as well as social skills.

Although there are some opportunities for pupils to experience cultural diversity through their reading of stories, there are insufficient opportunities in the planned curriculum to give them an awareness of British cultural diversity.

The school takes good care of its pupils. It makes them feel safe and happy. It monitors their progress well and builds on its understanding of what they need to do next in planning future work. Links with the home are particularly good. As one parent said, reflecting other parental views, 'My son was very nervous about coming to a new school. He settled down quickly and is very happy here'. Parents are welcome into school each morning and at the end of the school day. Typically, several parents can be seen talking to teachers whilst their children play happily in a secure playground.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## How effective are leadership and management?

The school enjoys focused leadership by a headteacher and an assistant headteacher who fully understand its strengths and weaknesses. Since her arrival, aided by senior staff and a developing governing body, the headteacher has had a positive impact on teaching and learning through monitoring, on ensuring improvements in literacy standards and on empowering subject leadership for literacy and, more recently, numeracy. The school has also ensured that pupils' personal and emotional development is consistently good and that pupils are well taken care of. There are satisfactory procedures for safeguarding pupils. The school successfully promotes equal opportunities for all. There are no recorded incidents of discrimination but the school has clear policies for tackling any such incidents. Governors are increasingly involved in the school's life and they are beginning to have a clear impact on the school's direction. The school's leaders have created a cohesive community with successful links with the home. The school has analysed its community needs and concluded that more work needs to be done on enhancing the pupils' understanding of British cultural diversity. Its monitoring of teaching has also shown the need for assessment strategies to be consistently used to help pupils improve their performance. Such monitoring has also made teachers aware of their practice and caused them to seek further strategies for improvement. School planning is good with governors increasingly being involved in the process. Self evaluation is accurate and in turn leads to sustained improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Provision in the Early Years Foundation Stage is good. Teaching is good. The adults make learning exciting with lots of practical activities that engage the children. There is a strong and successful focus on developing listening skills and on inspiring the children with awe and wonder. For example, pupils talked excitedly about how the teacher had the children gasping as they watched her hold a hatching dinosaur's egg in a way that was realistic, exciting and breathtaking. The teacher makes imaginative use of outdoor learning in a safe and secure area dedicated to Early Years Foundation Stage children. Tracking progress is rigorous and its results inform planning. Pupils are well known and lesson plans take into account the different individual needs. The result is consistently good progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The overwhelming majority of parents are satisfied with the school's provision. All parents feel that their children are safe at school. Almost all parents feel that their children understand healthy lifestyles and that the school is well led. Some parents expressed concern about the fact that the Early Years Foundation Stage class contains a mixture of Reception and Year 1 pupils. They feared that this may hold the Year 1 pupils back. Inspectors saw no evidence at all to support this concern. Indeed, a strength of both the Early Years Foundation Stage and main school provision is the fact that teachers match tasks set to differing abilities. The relative weakness, as stated above, is the fact that assessment outcomes are not always fully shared with the children. The mixed-age learning has no negative effects on the pupils' progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mappleborough Green CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 49 completed questionnaires by the end of the on-site inspection. In total, there are 117 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	39	26	53	1	2	1	2
The school keeps my child safe	21	43	27	55	0	0	0	0
The school informs me about my child's progress	19	39	27	55	3	6	0	0
My child is making enough progress at this school	13	27	28	57	6	12	1	2
The teaching is good at this school	15	31	27	55	3	6	0	0
The school helps me to support my child's learning	13	27	32	65	3	6	1	2
The school helps my child to have a healthy lifestyle	16	33	30	61	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	18	27	55	3	6	1	2
The school meets my child's particular needs	13	27	29	59	5	10	1	2
The school deals effectively with unacceptable behaviour	13	27	29	59	4	8	0	0
The school takes account of my suggestions and concerns	13	27	25	51	4	8	0	0
The school is led and managed effectively	14	29	32	65	1	2	1	2
Overall, I am happy with my child's experience at this school	20	41	25	51	4	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 January 2010

Dear Pupils

Inspection of Mappleborough Green CofE Primary School, Warwickshire, B80 7DR

Thank you very much for making our visit to your school so enjoyable. Thank you also for looking after us, answering our questions and showing us so many interesting things that you do. I am happy to share with you what we thought of your school.

Mappleborough Green is a satisfactory school and some features are good. We agree with you that you are safe at school and that learning is fun. Your headteacher and all the adults at the school take good care of you. This means that you are able to learn and to do many exciting things in lessons. We can understand why you said that you enjoyed your lessons. You are well behaved at all times. Your headteacher is given satisfactory support by the governors.

To help your school become even better, we have asked your headteacher to:

- improve the way that all of your teachers assess your work so that they always tell you exactly what you need to do in order to improve more
- find ways in which to show you how people from different religious and racial groups live all over Britain.

You can help by making sure that you do what your teachers suggest that you should do to improve your work more, and by finding out about how other people live in many areas of our country.

Yours sincerely

Faysal Mikdadi

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**