

Mapplewell Primary School

Inspection report

Unique Reference Number	131949
Local Authority	Barnsley
Inspection number	341259
Inspection dates	27–28 April 2010
Reporting inspector	Krishan Sharma

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	284
Appropriate authority	The governing body
Chair	Cllr Roy Miller
Headteacher	Mrs Hilary Galvin
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 17 lessons and saw 11 teachers. Meetings were held with the Vice-Chair of the Governing Body, staff and a group of pupils. Inspectors looked at some of the school's policies and procedures, pupils' written work and tracking data used to monitor pupils' progress. Seventy five responses from parent and carers were considered as well as those completed by Key Stage 2 pupils and staff.

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

- the progress pupils make, particularly at Key Stages 1 and 2
- cross-curricular links to improve pupils' basic skills
- the rigour and accuracy of the school's monitoring and evaluation
- the use of outdoor provision in the Early Years Foundation Stage.

Information about the school

This is a larger-than-average primary school. Almost all pupils come from a White British background. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is slightly above average. The proportion is above average for those with statements of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. There is a breakfast club, which is attended by a small number of pupils.

The school holds an Activemark in sport, the Healthy School Award, Investors in People and the Basic Skills Agency's Quality Mark for primary schools awards. In the recent past, the school has experienced a number of changes in staffing, particularly at the senior leadership levels.

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

3

Main findings

Mapplewell Primary provides a satisfactory education for its pupils. Pupils are well cared for and they enjoy being at school and feel safe. Since the last inspection, the school has maintained its strengths in pupils' personal development. Behaviour is good, both in lessons and around the school. Pupils relate well to each other and they are polite and friendly.

By the time pupils leave the school in Year 6, their attainment is broadly average and most of them make at least satisfactory progress from their starting points, which for many children are below the expected levels on entry to Nursery. The quality of teaching is inconsistent across the school; it ranges from satisfactory to outstanding, but is satisfactory overall. It is good in the Early Years Foundation Stage and at the upper end of Key Stage 2. The inconsistencies in teaching are mirrored in the inconsistent progress pupils make as they move through the school, particularly from Years 2 to 6. Generally pupils make better progress in English than in mathematics because the school has maintained a strong focus on English development.

Some lessons are exciting and on such occasions pupils make good progress. Positive features of lessons include effective questioning that enables teachers to check pupils' understanding, clear and precise oral feedback and pupils' confidence in assessing their own work. These features are less well represented in the satisfactory lessons. The curriculum is continually reviewed to make it more interesting and relevant to pupils' needs. Planning combines subjects under a specific theme and this successfully sustains pupils' interest. As a result of the school's persistent promotion of attendance, the rate is steadily improving and it is getting closer to the school's challenging targets.

The school has a satisfactory capacity to improve. Self-evaluation has identified the correct priorities for improvement. Leaders at all levels have had some relevant training but it has not been enough to ensure that monitoring is sufficiently robust, particularly in the observation of teaching and in the analysis of pupils' written work. As a result the impact of teaching on pupils' learning is not always accurately diagnosed. Overall, this means that although the school's self-evaluation is sound enough to give it a general view of its strengths and weaknesses it is overly positive in some aspects. Governors are supportive of and work well with the school but their involvement in evaluating its work is insufficiently developed.

What does the school need to do to improve further?

- Accelerate pupils' progress, particularly in mathematics to raise attainment in the basic skills in Key Stages 1 and 2 by:

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- raising the quality of teaching and learning to at least good
 - improving pupils' skills in knowing for themselves how well they have done
 - giving precise oral comments on the progress pupils make in lessons
 - using open-ended questioning more frequently to check pupils' understanding and progress in lessons.
- Improve monitoring and evaluation by:
- bringing rigour to the observation of teaching and learning and in the scrutiny of pupils' written work, so that the impact of teaching on pupil's learning is always checked
 - sharpening the relevant skills of leaders at all levels
 - involving governors in the evaluation process.
- 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.

Outcomes for individuals and groups of pupils**3**

Pupils work hard in lessons and are interested in their work. They are eager to talk about their work, but they are not always able to explain clearly what and how well they are learning. Most of them, including those with special educational needs and/or disabilities, make at least satisfactory progress. Attainment and the progress pupils make as they move through the school are inconsistent; it picks up in the upper Key Stage 2 classes due to stronger teaching. Progress is generally better in English than in mathematics because the school has given a stronger focus to this subject. The end of Key Stage 2 national test results have been broadly average for the last three years. In English they were significantly above the national average in 2009 and represented an improvement.

Although a number of pupils expressed some concern about behaviour, they felt disturbances were at a low level and were managed very well so as not to spoil their lessons. Pupils say that they feel safe at school. Most of them know how to stay healthy. Pupils are keen to help adults in the school and some of them take on responsibility for a range of tasks. They help others in the community willingly by raising funds for local and national good causes. Pupils' sound achievement in the basic skills of literacy, numeracy, information and communication technology, their personal qualities and the average but improving rate of attendance, prepare them satisfactorily for the future. Pupils have a strong sense of what is acceptable and what is not. They are able to reflect on their own and others' experiences. Their understanding of cultures other than their own is satisfactory but improving as a result of the opportunities provided for them at school.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching includes many common strengths, for example careful planning with clear intentions for pupils' learning. Teachers ensure that pupils stay on task. The teaching assistants' support in lessons is targeted well and aids the learning of those pupils identified as in need of additional help. In the best lessons expectations are high and pupils progress at a good rate. The quality of teachers' questioning varies. Although examples of teachers using questions effectively to gain insight into pupils' learning were seen, this is not always the case. Pupils find marking most informative. However, the checking of and commenting on pupils' progress in lessons is inconsistent. At their best, the oral comments by teachers are precise and clearly focused on moving pupils' learning forward.

The curriculum promotes the development of pupils' basic skills satisfactorily. The cross-curricular work provides imaginative opportunities for pupils, particularly the older pupils, to bring together their growing information communication and technology and research skills. Its impact is most positively evident in pupils' achievement in literacy, which is emerging as one of the school's strengths. Whereas the application of literacy skills across the curriculum is widespread, links between numeracy and other subjects are developing but are currently less strong. Specialist provision for music, modern foreign languages, sports and the enrichment provided by the school itself add to pupils' learning and enjoyment.

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

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Pastoral care is effective and ensures that pupils feel safe and well supported. The school welcomes parents and carers into school to learn alongside their children. Support targeted for pupils with specific needs is effective in improving their performance. Attendance is average and more rigorous procedures have raised overall attendance since the previous inspection. The induction and transition arrangements are effective and reassure parents and carers and pupils alike.

These are the grades for the quality of provision

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

How effective are leadership and management?

As a result of the headteacher's commitment and hard work to securing pupils' personal development, many of the outcomes for pupils remain strengths of the school. The school's self-evaluation relies on a suitable range of evidence. The collection and analysis of data is a regular feature of the school and is used well to track pupils' progress and for setting challenging, but realistic targets. However, the monitoring and evaluation of teaching and learning through lesson observations and checking pupils' written work are not always rigorous because the impact of teaching on pupils' learning is insufficiently evaluated. Leaders make a constructive contribution to the development of the areas for which they are responsible. The training they have received has prepared them adequately for their monitoring roles, but it is insufficient to increase the robustness of self-evaluation.

Safeguarding procedures are good. Their implementation is kept under regular review to ensure that all staff respond consistently and risk assessment is effective. The school is committed to promoting equality of opportunity and tackling discrimination. It has suitable systems to ensure that all groups of pupils perform at least satisfactorily. Governors are supportive of the school and generally know the school's strengths and weaknesses. The recently established monitoring committee is not yet fully operational. At this stage, governors' involvement in the evaluation of the school's performance is limited.

Partnerships with other providers, particularly in sports and music are broadening the range of pupils' experiences. The school makes a satisfactory contribution to community cohesion through a range of initiatives which are aimed at helping families within its own community, which it understands well. An action plan to advance it further is in place, particularly in extending pupils cultural horizons beyond the immediate community. The school enjoys positive relationships with its parents and carers, which

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contribute effectively to pupils' well-being.

These are the grades for leadership and management

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

Early Years Foundation Stage

Most children make good progress from starting points which for many are generally below those expected for their age on entry to the Nursery. Their personal and social skills are developing well as a result of the wide range of opportunities given to them to work and play together. Children settle quickly and enjoy being independent. A clear focus on the teaching of early literacy and numeracy ensures that most pupils leave the Reception year with skills broadly as expected for their age. Children enjoy painting, learning sounds and letters and making words with play-dough. They enjoy number games and learn to count with confidence. Good use is made of the outdoor provision to promote learning, particularly in the Nursery. As a result Nursery children learn and consolidate their skills across the areas of learning. Opportunities for independent outdoor play for Reception children are more limited. Observations of children are regularly planned and carried out. Assessments are clearly recorded to track their progress. Leadership and management are good and the new leader has made a very confident start. Clear monitoring systems to maintain an overview of children's performance are in place and used well to plan for future improvement. Adults take good care of children and ensure their safety. Links with parents and carers are valued and used to exchange mutually useful information.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Just over a quarter of the parents and carers returned their questionnaires. A very large majority of parents and carers who responded are positive about the school. Responses were most positive when they felt that the school helps them to support their children's learning. They were also pleased to say that their children enjoyed being at school and were kept safe. The inspection findings support these views. The inspection findings indicate that both pupils' progress and the quality of teaching could be improved. During the inspection pupils' behaviour was managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mapplewell 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 284 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	65	25	33	1	1	0	0
The school keeps my child safe	47	63	25	33	3	4	0	0
The school informs me about my child's progress	35	47	36	48	4	5	0	0
My child is making enough progress at this school	35	47	39	52	0	0	0	0
The teaching is good at this school	39	52	34	45	2	3	0	0
The school helps me to support my child's learning	35	47	40	53	0	0	0	0
The school helps my child to have a healthy lifestyle	32	43	40	53	2	3	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)	35	47	29	39	2	3	0	0
The school meets my child's particular needs	34	45	38	51	1	1	0	0
The school deals effectively with unacceptable behaviour	30	40	33	44	7	9	1	1
The school takes account of my suggestions and concerns	27	36	41	55	5	7	0	0
The school is led and managed effectively	41	55	29	39	2	3	0	0
Overall, I am happy with my child's experience at this school	51	68	21	28	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



29 April 2010

Dear Pupils

Inspection of Mapplewell Primary School, Barnsley, S75 6BB

Thank you very much for all the help you gave the inspection team when we came to inspect your school. It was good to talk to you and look at the interesting work you do in lessons. We think you attend a school which gives you a satisfactory education. Here are some of the things we found out about your school:

- Most of you make steady progress and reach standards that are about average by the end of Year 6.
- You enjoy being at school and feel safe.
- Behaviour in lessons and around the school is good.
- You know what you have to do to stay healthy.
- You like being useful to your teachers and other adults and you willingly do jobs for them.
- Your teachers and other adults take good care of you.

To improve your school further, I have asked the people in charge to work on two important things:

- Make sure that your teachers do all they can to improve the progress you make, particularly in mathematics, to help you reach higher standards. To do this, we have asked that all your lessons are at least good.
- Make sure that your teachers, senior leaders and governors check more thoroughly how well you learn, both in lessons and in your written work.

On behalf of the team, I send you and your friends our best wishes for the future.

Yours sincerely

Krishan Sharma

Lead inspector

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