

Inspection of Mapperley CofE Controlled Primary School

Mapperley Village, Ilkeston, Derbyshire DE7 6BT

Inspection dates:	8 and 9 July 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy and safe at Mapperley CofE Controlled Primary School. They enjoy great relationships with kind and caring staff who know all of the pupils and their families very well. Parents and carers value the nurturing environment that the school provides. Pupils of all ages enjoy playing together. Older pupils are proud to act as role models for their younger peers.

There are high expectations of what pupils can achieve and how they should behave. Pupils rise eagerly to the challenge. They show positive attitudes to learning, try hard and behave well. As a result, pupils gain knowledge and skills securely as they progress through the interesting curriculum.

Pupils encounter a wide range of activities that enhance their learning and provide them with memorable experiences. They take part enthusiastically in a range of different sports at clubs delivered by the school, or at events shared with other local schools. Many pupils relish the chance to develop their musical talents and perform at church and community events. Woodland activities help pupils discover the natural environment locally. Pupils enhance these experiences further by engaging with outdoor activities during the residential visits offered by the school.

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

The school has designed a broad and ambitious curriculum. It has identified precisely what pupils will learn and when they will learn it. Knowledge and vocabulary are well sequenced so that pupils, at every stage, build on what they already know as subjects become more complex. Topics in the curriculum are chosen carefully to expand pupils' understanding of the wider world.

Reading is a top priority in the school. The phonics programme is delivered expertly. Staff make sure that pupils quickly learn letters and sounds. Any pupils who fall behind are supported closely so that they catch up quickly. Throughout the school, pupils are exposed to a broad variety of reading materials, including stories, poems and non-fiction texts. Staff provide lots of opportunities for pupils to practise their reading. Pupils engage readily and become confident, fluent readers.

Staff have strong subject knowledge. They explain concepts clearly and create opportunities for pupils to discuss new ideas. Learning is designed to give pupils time to practise skills and think deeply. Staff routinely revisit previous topics to help pupils make connections. Most of the time, pupils' learning is checked carefully and misconceptions are addressed quickly. However, this is not consistently the case. At times, gaps in pupils' understanding are not clearly identified. In some subjects, the school has not established effective routines for checking how securely pupils have learned important knowledge.

Staff swiftly and accurately identify when pupils have special educational needs and/or disabilities (SEND). They adapt activities and provide individualised support so that pupils with SEND can flourish alongside their peers.

The school prepares pupils well for their next stages in education and their lives in modern Britain. Pupils have a good understanding of how to keep themselves safe, including online. They know how to lead healthy lifestyles and maintain positive relationships. Pupils talk confidently about diversity and equality. They enjoy learning about different faiths and cultures.

Pupils sensibly follow the school rules to 'be ready, be respectful, be safe'. There are few disruptions to learning. The majority of pupils attend school well. When this is not the case, staff use the strong relationships they have with families to identify barriers and work together to improve pupils' attendance.

The school has worked successfully over recent years to strengthen the curriculum, and other areas of its provision, for the benefit of all pupils. Staff are proud to work at the school. They have collaborated effectively with local schools and other partners to develop their expertise and support improvement. However, in some areas, the school does not have robust systems in place to evaluate the impact of its work. The way the school monitors the impact of the curriculum is still being developed. This means that leaders do not have a clear-enough understanding of where further improvements can be made.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Routines for checking what pupils have learned and can remember are not implemented as effectively in some subjects as they are in others. This means that misconceptions and gaps in pupils' understanding are sometimes not identified accurately or corrected quickly. The school should make sure that it has effective routines for assessing pupils' learning and that these are applied consistently.
- The school does not have consistently robust systems in place to evaluate the impact of the curriculum. As a result, leaders do not have a clear-enough understanding of where further improvements could be made. The school should make sure that it evaluates the effectiveness of the curriculum accurately and uses this information to refine and make improvements for the benefit of all pupils.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	112836
Local authority	Derbyshire
Inspection number	10379531
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair	Charlie Dean
Headteacher	Richard Cripps (Executive Headteacher)
Website	www.mapperleycont.derbyshire.sch.uk
Dates of previous inspection	7 and 8 February 2023, under section 5 of the Education Act 2005

Information about this school

- This school is a voluntary-aided Church of England school in the Diocese of Derby. Its most recent Statutory Inspection of Anglican and Methodist Schools (SIAMS) took place in March 2025. This is an inspection of the school's religious character.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher and other school leaders.
- The lead inspector met with representatives of the governing body, including the chair of governors. The lead inspector also spoke to representatives of the local authority and the diocese.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read to a member of staff.
- Inspectors discussed the curriculum and looked at samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors analysed responses to Ofsted's staff survey. They also spoke to staff and pupils to hear their views of the school.
- Inspectors spoke to a number of parents and carers. They also took account of the responses to the online survey, Ofsted Parent View.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Mark Mallender

Ofsted Inspector

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