

Mappleborough Green CofE Primary School

Address: Henley Road, Mappleborough Green, Studley, Warwickshire, B80 7DR

Unique reference number (URN): 125640

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, achieve highly across the curriculum. The school's published outcomes are typically above the national average over time. Most pupils also make stronger progress from their starting points than is typical nationally.

Pupils secure the foundations of reading quickly. They become fluent readers with a passion for exploring a wide range of high-quality books and stories. Across the wider curriculum, pupils from Reception Year through to Year 6 learn detailed knowledge and skills. For example, in Reception Year, children learn about palaeontology and talk about fossils and extinction theories with relish. Older pupils link their deep knowledge of the local forest to new learning about rainforests. This learning, alongside the important foundational skills they learn in English and mathematics, sets them up very well for secondary school and beyond.

Attendance and behaviour

Strong standard ●

Attendance is high for all pupils, including pupils with special educational needs and/or disabilities and those who are disadvantaged. This is because of leaders' effective work in analysing attendance data and putting in sensitive support when needed, but also because pupils really want to be at school. They want to learn, have fun and benefit from all that the school has to offer.

Pupils live up to leaders' high expectations for behaviour in lessons, around school and at social times. Pupils enjoy playing together. Older pupils act as role models for their younger friends through a buddy system that pupils value very highly. Older pupils fondly remember their buddies from the time they started school themselves. Throughout the school, there is a positive buzz of enjoyment. Pupils develop a deep-rooted passion for finding out new things. Pupils are taught how to take calculated risks, manage their emotions and resolve conflict. As a result, incidents of unkind behaviour or bullying are very rare. While there are strategies in place to manage behaviour, pupils behave well because of the warm relationships, deep respect and a real desire to do the right thing.

Inclusion

Strong standard ●

There is a strong, shared vision that every child, whatever challenges they may face, can thrive, make progress and feel valued. Leaders accurately and swiftly assess pupils' needs, whether academically or personally. No stone is left unturned to make sure that any barriers are consistently and effectively removed. Leaders ensure that appropriate individualised support is in place where needed. All pupils, including those with special educational needs and/or disabilities, and those who are disadvantaged, benefit from caring and highly effective pastoral support. As a result, all pupils flourish.

Leaders have established effective relationships with a range of external professionals. This means that they can draw on specialist support when appropriate. Additional funding, such

as the pupil premium grant, is used wisely by leaders to ensure that all pupils consistently benefit from the school's ambitious curriculum and rich array of extra-curricular opportunities.

Leaders carefully track the progress that all pupils make, including those who require additional support. They ensure that staff are effective in adjusting learning or other provision, when needed. Leaders carefully monitor the impact of interventions and other support. They swiftly make adjustments if they notice that something is not working as effectively as it could.

Personal development and wellbeing

Strong standard 

At Mappleborough Green, there is a clear dedication to ensuring that every pupil benefits from an incredibly rich array of opportunities. Leaders' commitment to inclusion is sharply evident in their personal development programme. They have developed a cohesive offer which is very carefully mapped out, but flexible enough to take advantage of local and national events. High quality pastoral support is woven through school life. As a result of the provision here, pupils are resilient, confident, kind, independent, respectful and behave with integrity, all while having a huge amount of fun.

Pupils are taught that they are custodians of the local forest where they proudly planted the two millionth tree. They delight in growing seeds to plant trees for future generations. This is one example of many, where pupils make a real difference to the local community and wider world, learning valuable life skills along the way. Leaders' work and enthusiasm means that pupils' horizons are continually being broadened. All pupils benefit from a plethora of opportunities to develop existing interests and try new things.

The school's values, as well as British values, are threaded through every aspect of school life. Pupils deepen their knowledge of other faiths and of the diverse modern British society they live in, for example through visits to a wide range of places of worship. They learn about democracy through visits to Parliament and working with the local MP to discuss planning applications. Careers events enable older pupils to take an interest in the world of work and visitors raise aspirations for future employment.

Pupils learn about healthy friendships and relationships, and about growing up and changing bodies. They learn the tools and vocabulary to keep themselves safe online and offline. Pupils are incredibly well prepared to become effective, compassionate members of society.

Expected standard

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of curriculum and teaching. They have designed a broad and rich curriculum which enthuses pupils with a genuine, deep-seated love of learning. Leaders sequence the curriculum carefully so that pupils learn important ideas in a logical order and build on their learning over time. Leaders relish the

chance to bring learning alive for every pupil. They ensure that all pupils are immersed in first-hand experiences to secure important knowledge which they later use in their writing and wider learning.

Teachers have secure subject knowledge. They accurately identify pupils' starting points and any gaps in pupils' knowledge or skills. Pupils who need a little extra help to close gaps in learning respond positively to effective and engaging interventions. Phonics is taught well and staff skilfully adapt learning to meet pupils' needs, including pupils with special educational needs and/or disabilities. There is a sharp focus on extending and deepening pupils' vocabulary, from the early years up, and ensuring that pupils secure the basic skills they need in reading, writing and mathematics. That said, in some subjects expectations of how pupils apply their writing skills are not consistently high enough.

Early years

Expected standard 

Children in the early years get off to a very positive start at school. Leaders have made some recent changes to the curriculum and sharpened their focus on early writing and vocabulary acquisition. As a result, children confidently use spoken words such as 'ammonite' when discussing extinction theories. Teaching builds children's curiosity about the world around them effectively. Children develop their knowledge of phonics quickly, helping to foster the love of reading that permeates the school. Children, including those with special educational needs and/or disabilities and those who are disadvantaged, progress well from their starting points and achieve highly.

Staff form warm, positive relationships with the children in their care. They typically use high quality interactions and carefully plan activities to target specific skills. For example, craft activities improve scissor skills and fine motor development. Leaders quickly identify any additional needs and provide effective support, where needed.

Routines and expectations are well established. The welcoming learning environment, indoors and out, is organised well to develop learning in all areas. Children in Reception Year immerse themselves in their learning and are safe, stimulated and happy.

Leadership and governance

Expected standard 

Leaders have a firm understanding of the school's context and of the community they serve. There is a strong, shared vision for all pupils to thrive, and leaders have identified the right priorities to continue to bring about improvements. Leaders' passion and enthusiasm for ensuring the very best for every pupil is a driving force. However, on occasion, leaders, including those responsible for governance, do not have robust enough systems to use all the information they have as effectively as they could. This includes information about safeguarding.

Members of the governing body have a range of skills and experiences to bring to their role. They share leaders' vision and understanding of the school community. They visit the school often. This helps them to see what they are told in action. They offer some support and challenge. In some areas, governors do not check and use information sharply enough to ensure that all statutory responsibilities are fulfilled as effectively as they could be.

Staff at all stages of their careers value the effective professional development they receive, alongside the opportunities to develop their practice. They feel well supported and appreciate that leaders are very mindful of their workload and wellbeing.

Leaders build very effective relationships with families. Parents and carers are incredibly positive about the school's work and impact on pupils. A typical parental view is that Mappleborough Green is 'warmly inclusive and celebrates all cultures, helping every child feel that they belong.'

What it's like to be a pupil at this school

Pupils are at the very centre of all that the school does. They achieve highly and are very well prepared for life beyond school in modern Britain. One pupil summed up the view of many by saying, 'In everything we do, we always try to include everyone, that's our school!'

Pupils thoroughly enjoy attending. They relish living up to the high expectations set for them and joining in all that the school has to offer. Pupils embody the school's 'think' values, for example by never giving up. School life is underpinned by the school's Christian values, which shine through. Pupils are proud of their school. The family atmosphere helps them to feel safe.

Pupils behave very well and treat everyone with deep respect. They happily play together in this small, mixed-age class school. Older pupils take care of their younger friends. Pupils learn to take calculated risks and to manage their emotions and behaviour. Bullying is rare. If it happens, staff take swift action. Pupils know who to speak to if they have a worry. They trust the staff to take good care of them.

Pupils enjoy lessons. There is a real buzz of learning around every corner. Pupils benefit from the many and varied opportunities that enrich the curriculum. For example, they visit the Houses of Parliament and learn that they are custodians of their environment through regular trips to a local forest. They read extensively as part of the 'around the world' reading challenge.

Pupils take leadership responsibilities seriously. They contribute positively to their school. For example, science ambassadors help to ensure that science resources are ready to use, and elected school councillors conduct hustings about aspects of school life they could improve even further.

Next steps

- Leaders should refine how the school uses the information it gathers, including safeguarding information, so that leaders including governors, are able to spot patterns and trends and take timely action.

- Leaders should ensure that there are consistently high expectations of pupils' writing across all subjects so that all pupils are prepared exceptionally well for their next steps.
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About this inspection

The chair of the board of governors in this school is Maureen Berry.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, including the special educational needs coordinator, during the inspection. The lead inspector spoke with two representatives of the local authority and one from the Diocese of Coventry. She also spoke with a group of governors that included the chair of the governing body.

Inspectors spoke with pupils, staff and parents and carers. Inspectors considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school is part of the Diocese of Coventry. The school's most recent Statutory Inspection of Anglican and Methodist Schools inspection was in November 2025.

The school does not use any alternative provision for pupils.

Headteacher: Alexander Finch

Lead inspector:

Rachel Henrick, His Majesty's Inspector

Team inspector:

Nicola Harwood, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

115

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

119

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.91%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.48%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

5.22%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	61%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	81%	62%	Above
2023/24 (final)	100%	61%	Above
2022/23 (final)	94%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	96%	74%	Above
2024/25 (final)	94%	75%	Above
2023/24 (final)	100%	74%	Above
2022/23 (final)	94%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	72%	Above
2024/25 (final)	88%	72%	Above
2023/24 (final)	100%	72%	Above
2022/23 (final)	94%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	96%	73%	Above
2024/25 (final)	94%	74%	Above
2023/24 (final)	100%	73%	Above
2022/23 (final)	94%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	46%	Above
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	100%	62%	Above
2024/25 (final)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	59%	Above
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	100%	60%	Above
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	68%	16 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	100%	80%	20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	83%	78%	6 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	100%	80%	20 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.7%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.2%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.1%	13.0%	Below
2023/24 (3 term)	6.1%	14.6%	Below
2022/23 (3 term)	5.9%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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