

Mundford Church of England Primary School

St Leonard's Street, Mundford, Thetford, IP26 5ED

Inspection dates 27–28 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good and rising. All pupils make good progress.
- Attainment in reading, writing and mathematics is improving and school information shows the current Year 6 pupils are on track to exceed national averages.
- Children in the Reception class make good progress from often low starting points.
- Teaching is good across the whole school. The amount of outstanding teaching is rising rapidly.
- Pupils' behaviour is good and everyone in school feels safe.
- Attendance is broadly average and rising rapidly due to the initiatives put into place by the school.
- All leaders and managers check the work of the school effectively, especially the quality of teaching and pupils' progress rates.
- Links with parents, the local community and specialist agencies are good.
- Parents spoken to during the inspection stated they felt the school has improved. They felt that communication was much better and their children were doing well and enjoyed attending school.
- The senior leadership team and governors work closely together. The governors are well aware of the strengths and weaknesses of the school through thorough investigation of all aspects of the school's work.

It is not yet an outstanding school because

- Teachers do not always set harder work for the most-able pupils right from the start of a lesson.
- Pupils do not always correct and improve their work.

Information about this inspection

- The inspector visited eight lessons, all of which were carried out jointly with the headteacher. The inspector also observed two assemblies and heard a number of pupils read.
- The inspector held meetings with a group of pupils, senior leaders and managers, staff, The Chair of the Governing Body and other members, held a telephone conversation with a representative of the local authority and spoke to a number of parents.
- The inspector considered the 21 responses to the online parent questionnaire (Parent View) and the 21 responses to the staff questionnaire, in relation to the work of the school.
- A number of documents related to the safety of the pupils, the school's self-evaluation, pupils' progress, school development and general policies and procedures were also considered and evaluated.

Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Full report

Information about this school

- Mundford Church of England Primary School is a smaller than average-sized primary school.
- Pupils are taught in four mixed-aged classes and a single-aged Year 4 class.
- The proportion of pupils eligible for the pupil premium, which is additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families, is lower than average.
- Most pupils are from White British backgrounds.
- The proportion of pupils who speak English as an additional language is below average and none of these are at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well above average.
- The proportion supported at school action plus or who have a statement of special educational needs is a well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise achievement further for all pupils by making sure that they have the opportunity to improve their work.
- Raise achievement further by making sure that all teachers consistently set harder work for the most-able pupils from the very start of their lessons.

Inspection judgements

The achievement of pupils is good

- Attainment on entry to the school varies year-on-year from well below age expected levels to those broadly in line. Children in the Reception class generally make good progress with some making outstanding progress. They are given a real desire to learn due to the excellent teaching and highly positive relationships fostered by all the adults. This is especially so in reading where the teaching of letters and the sounds they make (phonics) is outstanding.
- The Key Stage 2 results in 2013 were affected by the relatively small numbers and their wide ability range. Most pupils attained in line with the national average. School information clearly shows that the current Year 6 pupils are on track to exceed the national average in reading, writing and mathematics.
- Pupils regardless of their background and/or learning difficulties make good progress and many of the less-able pupils make outstanding progress. The senior leadership team has worked hard to raise the achievement of the most-able pupils. Initiatives in reading and to raise attainment in English grammar have begun to have a positive effect. In Year 6 the most-able pupils are on track to reach the higher Levels 5 and 6.
- Those pupils who receive pupil premium funding make good and at times outstanding progress from low starting points. Teachers use continuous monitoring of their progress to make sure these pupils always have work at the correct levels, the resources they need and any specialist support their needs may require. This was seen in a number of lessons observed where pupils were seen being helped by well-trained teaching assistants or receiving specialist support.
- The attainment levels of those pupils who are supported through pupil premium cannot be compared to those of their classmates without the risk of identifying individuals. The most-able pupils who are supported through pupil premium are fully in line with their peers in school. Disabled pupils and those who have special educational needs make good progress in their reading, writing and mathematics. This is due to all the staff providing excellent support for these pupils.
- Following a fall in the attainment in reading in 2013 the senior leadership initiated training for the staff, purchased new resources and scrutinised teaching in this area. As a result the teaching of phonics across the school has made reading a strength of the school. When hearing pupils read the inspector was impressed by the way pupils used their skills, had an excellent understanding of what they read and the way in which they read with expression.
- Achievement is not yet outstanding as teachers do not always set hard enough work for the most-able pupils right from the start of the lesson. This results in them making good rather than outstanding progress in most lessons. Teachers mark work effectively with constructive comments so pupils know what to do. However, the work in books shows that pupils do not always put this into practice and this slows their progress over time.

The quality of teaching is good

- Teaching in Mundford School has improved since the previous inspection. Teachers and the other adults who support learning create an interesting and fun place to learn in. Pupils clearly enjoy learning and stated that they felt teaching had improved. One pupil summed up their views when they stated, 'I think the teachers are great. They make what we learn fun and

interesting.'

- Teachers plan their lessons well especially in the teaching of reading. In a lesson in the Reception class the children were observed enjoying a music lesson. Due to the excellent way in which the change from one subject to another was planned, the teacher used the music lesson to introduce the sounds that letters make. This then moved steadily into blending letters and reading words.
- Teaching in the Reception class is good and often outstanding. All adults create a warm family atmosphere in which the children develop a love of learning. Both the indoor and outdoor learning areas are bright, well-resourced and provide the children with a wide range of learning opportunities. Children are confident and more than happy to chat to adults and explain what they are doing and why. Excellent welfare routines make sure they are safe and well cared for.
- Teachers have excellent subject knowledge and this is passed on to the pupils who use subject language effectively. This was clearly seen during a Year 5/6 mathematics lesson on forms of representing fractions. The teacher's subject knowledge was excellent and during discussions the pupils demonstrated that they too had an exceptional understanding of mathematical language and skills.
- Pupils' books across a range of subjects show that teaching over time has been at least good. This view is further supported by the local authority which has worked with the school to improve the quality of teaching. Parents also rightly feel that teaching in Mundford School is good and that teachers provide a good education for their children. Scrutiny by the senior leadership team and governors also shows that teaching across the whole school is good.
- Teachers provide good verbal and written feedback to pupils on how to improve their work. Pupils themselves stated they knew how to improve their work but as one pupil commented, 'teachers tell us what we have done wrong but we don't get the chance to make it better.'
- Teachers use the information they collect on pupils' progress during lessons and other times effectively. Information is used to plan future lessons, to make sure that any underachievement is picked up quickly and any special needs provided for. The school's general information on pupils' progress is also effectively used by all staff to inform long term planning. This results in children in the Reception class, for example, rapidly catching up on their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils, staff and parents all rightly feel that this is the case. Teachers deal with any issues quickly, effectively and sympathetically. This approach was seen in several lessons observed where adults used a look, brief comment and/or direct short comment to remind pupils of expectations. As one pupil commented, 'Teachers are fair and if we are naughty they quickly tell us but never shout.'
- Pupils respect each other and the adults who support their learning. Throughout the inspection the inspector encountered pupils who opened doors, made polite conversation and provided any assistance needed. All pupils spoken to said that they felt they all got on well with each other. As one pupil stated, 'We all like each other and play together well.' Others told the inspector how the older pupils help the younger ones and make sure they all have someone to play with.
- The school has worked well with parents to raise attendance levels and this has risen to broadly average. Pupils attend their lessons quickly and make sure they are on time. One pupil stated, 'I

love coming to school because it is fun and I don't want to miss anything.' The school has worked with families to help them understand the importance of their children being in school and this has reduced the number of unauthorised absences.

- Pupils' attitudes to learning are developed in the Reception class and all staff continue to foster this positive attitude across the whole school. Where teaching is at its best pupils are highly positive and fully engaged in their learning. Where teaching is not so strong attitudes are good but attention to their learning may drop and minor disruptions take place. As one pupil stated, 'We can't say we are angels and if lessons are a little boring we do switch off.'
- Pupils have a good understanding of the various forms of bullying and were adamant that it happened rarely in their school. Pupils were also quick to point out that if any took place staff dealt with it very quickly. School records clearly show that incidents of poor behaviour, bullying or other issues have fallen considerably since the previous inspection. There have been no exclusions during the current year.
- The school's work to keep the pupils safe and secure is good. Everyone working in the school or supporting the pupils' learning are thoroughly checked and all safeguarding procedures are carried out effectively. The caretaker checks the building and grounds every day to make sure there is nothing that may hurt or endanger the pupils. All safety procedures and policies are carried out routinely and effectively.
- Parents, pupils and staff rightly feel that the school is a safe and caring place. Parents spoken to stated they felt the school could not do enough to make sure their children are safe. The view of the pupils can be summed up by one pupil's comment, 'We feel safe because the teachers look after us. Everywhere around the school is safe and we can talk to our teachers'. Pupils also told the inspector about how well they were taught about keeping safe on the internet.

The leadership and management are good

- The headteacher, staff and governors have worked hard to improve the school since the previous inspection. They have used the good links they have with the local authority, cluster schools and specialist agencies to make sure that the work of the school continues to improve. As a result standards have risen, the quality of teaching has improved and pupils, parents and staff rightly feel that this is a good school.
- All tracking and monitoring systems and procedures are highly effective and give all leaders and managers and staff an accurate view of how the school is doing. The information provided allows teachers to plan effectively for future learning and senior leaders to make sure that initiatives have a positive effect on pupils' learning. It also provides governors with the information they require to accurately compare the school to others nationally.
- The senior leadership team set challenging targets for teachers and the school as a whole. In turn all staff have high expectations of the pupils and these are producing positive results in terms of pupils' achievement. Initiatives in English and reading have been carefully monitored and modified to make sure that the best possible results are being achieved for all groups of pupils.
- The performance of teachers and the results their pupils gain are carefully monitored by the senior leadership team and governors. This information is then used to make decisions regarding the progress teachers make against their pay scales. The senior leadership team also use this information to make sure that staff are well trained and have the skills required to be the best

they can be.

- The subjects the pupils are taught have been steadily modified and adapted to be more engaging for the pupils. They have been made fun and more relevant to the lives of the pupils. As the levels of attainment on entry to the school vary year on year, the senior leadership team has made sure that provision is in place to cope with the changing needs of the children. Staff have been trained to provide specialist support when needed.
- Pupil premium funding has been used effectively to provide specialist support and training. This has been focused in improving reading skills. Pupils who receive this funding have made excellent progress in this area. The primary sports funding has also been effectively used to provide specialist teaching and training for the staff. Pupils stated they felt that physical education was much better and they had a wider range of sports.
- All safeguarding aspects meet requirements and the senior leadership team make sure that everyone in the school is safe and secure. All staff are trained annually and senior staff are fully trained in child protection procedures. The school makes sure that anyone who works at and/or supports the school regularly are fully checked. A number of senior leaders and governors are trained in safer recruitment practices.
- **The governance of the school:**
 - The governing body has developed since the previous inspection and is more knowledgeable through careful and detailed analysis of all information on the school. Governors know how the school compares to other schools nationally and how pupils are doing against their peers nationally. They monitor the quality of teaching, the teachers' work across the school and the progress pupils make. This is then used to decide how teachers progress in terms of their pay and professional development. Governors set challenging targets for school improvement and carefully monitor how effective initiatives are in terms of pupils' progress. They are well aware of how the pupil premium funding and primary sports funding are being spent and the effect these are having on the pupils. Governors carry out their statutory duties effectively and make sure all safeguarding arrangements meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121047
Local authority	Norfolk
Inspection number	430771

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Mark Rolph
Headteacher	Christina Galletly
Date of previous school inspection	7 March 2012
Telephone number	01842 878278
Fax number	01842 878999
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