

Mundford Church of England Primary School

Inspection report

Unique reference number	121047
Local authority	Norfolk
Inspection number	380155
Inspection dates	7–8 March 2012
Lead inspector	Derek Watts

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	149
Appropriate authority	The governing body
Chair	Mark Rolph
Headteacher	Christina Galletly
Date of previous school inspection	23 November 2009
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Age group	4–11
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Introduction

Inspection team

Derek Watts

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 10 lessons or part lessons, taught by five different teachers. He held discussions with the headteacher, the staff, members of the governing body, parents and carers and pupils. Pupils in Year 2 were heard to read. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. The inspector analysed 52 questionnaires completed by parents and carers, 67 from Key Stage 2 pupils and 17 from staff.

Information about the school

Mundford Church of England is a smaller than most primary schools. The vast majority of the pupils are of White British heritage. The proportion of disabled pupils and those with special educational needs is broadly average. The proportion of pupils known to be eligible for free school meals is below average. The school meets the government's current floor standard, the minimum standards set for attainment and progress. The current headteacher took up the post in September 2011.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- Mundford Church of England Primary is a satisfactory school. It is improving but inconsistencies in achievement and teaching over time prevent the school's overall effectiveness being good.
- Pupils' achievement is satisfactory overall. Children make good progress in the Early Years Foundation Stage and this continues through Key Stage 1. Pupils' progress in Key Stage 2 has been less consistent, especially in mathematics. Attainment by the end of Year 6 has been average over the years in English but mathematics has usually lagged behind. A below-average proportion of pupils attain the higher level 5 by Year 6, particularly in mathematics. A range of positive measures have been taken to improve attainment in mathematics. In Key Stage 2, there are inconsistencies in pupils' presentation of work and pupils have insufficient opportunities to write extended pieces in different subjects. Attainment in the current Year 6 is broadly average in both English and mathematics.
- Teaching is improving but it is not yet consistently good. Teachers' demonstrations, explanations and questioning promote learning and engage pupils well. Assessment information is not always used well enough to plan and match tasks to the needs of more-able pupils. Learning can slow when time is not maximised and lessons do not move on at a quick enough pace.
- Most pupils are well behaved and have positive attitudes to learning. They are friendly polite and show consideration for others. Pupils know how to keep themselves safe. Attendance is above average.
- The new headteacher, new leadership team and staff are well focused on raising pupils' achievement and improving teaching. The school has a clear overview of its performance. Initiatives have been introduced to improve teaching and to enhance pupils' learning but some are too recent have had a full impact on pupils' achievement.

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Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils' progress and raise attainment by the end of Year 6 to above average by:
 - increasing the proportion of pupils who attain the higher levels
 - providing more opportunities for pupils to write extended pieces
 - improving pupils' presentation of work.
- Increase the proportion of good and outstanding teaching across the school by ensuring that in all lessons:
 - learning time is maximised and that the lesson moves on at a good pace
 - assessment is used well to match tasks to pupils' abilities, particularly the more-able.
- Senior leaders and managers should monitor the impact of new initiatives and ensure that the above are successfully implemented and that improvements are sustained, particularly in mathematics.

Main report

Achievement of pupils

Most parents and carers who responded to questionnaires thought their children were making good progress. The inspection findings are that progress has not been consistently good throughout the school over time. Pupils' achievement is satisfactory overall and attainment is average in English and mathematics in the current Year 6.

Children enter the Early Years Foundation Stage with knowledge and skills below those expected for their age. They make good progress because of good teaching and the interesting activities provided. For example, in the 'Noah's Ark' role play area, children made good progress in language and counting skills. They made boats of wood with sails from textiles and tested them to see if they would float. After high-quality demonstration and modelling by the teacher, children make rapid gains in their understanding of the 'ar' sound. They recognised and articulated words clearly containing the sound such as 'ark', 'shark' and 'dark'. They then effectively practised their writing skills.

In a number of lessons seen in Key Stage 1 and 2, pupils made good progress in applying speaking and listening skills because of the well-planned opportunities for

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them to discuss their learning, usually in pairs. By Year 6, most pupils are articulate and confident speakers. Pupils have positive attitudes to reading. Year 2 pupils showed a clear understanding of letters and the sounds they make. They used this well to recognise and to spell words. They identified 'tricky words' such as 'once', 'people' and 'thought'. Attainment in reading is above average in the current Year 2 but average in Year 6 reflecting their inconsistent progress in the past.

Pupils write for a range of audiences and in a range of styles. Handwriting and presentation is developing well in Key Stage 1. These are less consistent in Key Stage 2. In a lesson seen, pupils in Year 6 made good progress in identifying ways to improve pieces of writing. They identified the style of writing needed for a task. They found ways of improving the organisation and structure, the composition and effect and punctuation of pieces of writing. Pupils worked well in small groups reviewing their own and others' work. They are applying and developing their writing skills well across subjects in some classes but this good practice is not consistent. Pupils do not always write extended pieces in subjects other than English.

Pupils' progress mathematics is improving and attainment in the current Year 6 is broadly average. During the past few years, Year 6 attainment in mathematics has usually been below average and pupils' progress through Key Stage 2 has been erratic and inadequate for some year groups. Sharper assessments and a more practical approach to mathematics are having a positive impact on pupils' achievement. The underachievement in Key stage 2 is being tackled and progress is now satisfactory. However, a below-average proportion of pupils are expected to attain the higher Level 5. Challenge and productivity for the more able are not always as high as they could be. Most disabled pupils and those who have special educational needs make progress similar to their peers in their year groups. They usually receive suitably tailored guidance and support.

Quality of teaching

Nearly all of the parents and carers who responded to the questionnaire thought that their children were well taught. The inspection findings are that teaching is satisfactory and improving. There are examples of good practice but this is not consistent across the school. In the best lessons, teachers' clear expectations of learning and challenging activities lead to pupils making good gains in their learning. Pupils had good opportunities to learn independently and review their own progress. Their learning maintained a good pace.

The planned curriculum helps teachers to ensure lessons have a clear purpose, and so pupils know what they are expected to learn. Indicators of success are used well to guide pupils' learning. Teachers promote spiritual, moral, social and cultural development well. They successfully create a positive classroom climate for learning and encourage strong relationships. Pupils are effectively encouraged to be cooperative, considerate and supportive of others. Good opportunities are provided for pupils to work collaboratively.

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The school has discrete and regular programmes for the teaching of reading, particularly letters and their sounds. This is leading to good progress in reading in the Early Years Foundation Stage and in Key Stage 1. In the Early Years Foundation Stage, there is a good balance of teacher lead activities and those chosen by the children.

Teachers' explanations, demonstration and instructions are generally clear and informative. Teachers use questioning effectively to check their understanding of new learning. Pupils make good progress when teachers use assessment information well to plan teaching and match tasks to pupils' activities and needs. Activities and tasks are not always sufficiently challenging for the more-able. Teaching assistants are usually effectively deployed and make valuable contributions to pupils' learning, particularly for those who need additional help. In a few lessons, the pace of learning slows with overlong introductions while the pupils are eager to move on to the main task. Precious learning time can also be lost when lessons do not begin on time.

Behaviour and safety of pupils

Children feel safe, secure and are well behaved in the Early Years Foundation Stage. In Key Stages 1 and 2, pupils' behaviour is good in lessons and around the school. Adults establish positive relationships with pupils and convey clear expectations of conduct to which most pupils readily respond. All parents and carers who completed the questionnaire believe that their children feel safe at school. Their comments included, 'I know that my children are in a safe environment' and 'A very caring community school'. Pupils told the inspector that they feel safe and well looked after at Mundford. Most parents and carers believe that the school sets high standards and lessons are rarely disrupted by poor conduct. Just a few expressed concern about how well bullying was dealt with. Inspection findings show that most pupils are well behaved and incidents of bullying including prejudices relating to age and different abilities are rare. Pupils show a good awareness of different forms of bullying and the school takes effective action to deal with incidents of bullying should they occur. A few parents and carers commented on how well incidents had been addressed by staff. There have been no fixed term or permanent exclusions during recent years. Pupils say that they thoroughly enjoy school and attendance levels are above the national average.

Leadership and management

The headteacher, senior leaders and staff have created a positive and safe environment for pupils to learn and develop. Leaders and staff are striving to raise achievement and improve teaching, particularly in Key Stage 2. There are clear procedures for the monitoring and development of teaching. A new teaching initiative is helping to identify the characteristics of successful teaching and learning and encourages the sharing of good practice. Such initiatives and projects are supported by suitable professional development and training.

Leaders and staff are developing an interesting curriculum to promote good learning

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and enjoyment for pupils. Improvements to provision in mathematics are having a positive impact on pupils' achievement. Provision for sport is a strength of the curriculum. Pupils' spiritual, moral, social and cultural development is promoted well. The school and staff successfully promote qualities such as cooperation, consideration, fairness, responsibility and respect for others. Pupils' understanding of different cultures and faiths are effectively promoted.

Members of the governing body are very supportive and have a clear and realistic understanding of the school's performance. Safeguarding arrangements meet all statutory requirements. There are effective policies and procedures to protect pupils. Safe practices for pupils are promoted through the school's teaching and curriculum. Equality of opportunity is promoted satisfactorily but this aspect is not yet good because there have been inconsistencies in pupils' achievement and the quality of provision they receive. Discrimination is tackled well. The school strives to engage with its parents and carers. A small proportion of parent and carers do not believe that the school responds well enough to their concerns. The new leadership team are keen to address such issues. Parents and carers appreciate the guidance provided to help support their children's learning.

Since the previous inspection, the school has maintained and built upon the good provision in the Early Years Foundation Stage. Pupils' achievement in Key Stage 1 has improved from satisfactory to good. The steps taken to raise achievement in mathematics are having a positive impact but achievement in Key Stage 2 is satisfactory rather than good. The school demonstrates a sound capacity to improve.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



9 March 2012

Dear Pupils

Inspection of Mundford Church of England Primary School, Thetford, IP26 5ED

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit. Mundford is a satisfactory school.

These are the main strengths of the school.

- You enjoy school and have positive attitudes to learning.
- Children make good progress in the Early Years Foundation Stage.
- Pupils in Key Stage 1 are making good progress.
- Performance in mathematics in Key Stage 2 is improving.
- You get on well with others and behaviour is good.
- You feel safe at school because teachers and other adults take care of you.
- Parents are pleased with the school, particularly your care and safety.

We have given your school a few points for improvement.

- You could reach higher standards by the end of Year 6, particularly in mathematics.
- I have asked that you are given more opportunities to write long pieces in subjects other than English in Key Stage 2. In some cases, the presentation of your work could be improved.
- In some lessons, tasks should be more carefully matched to your needs, particularly those who find learning easy. All lessons should start on time and some lessons should move along at a quicker pace.
- Senior leaders should check that new projects such as changes to the way that mathematics is taught are working well and the improvements are long lasting.

You can all help by continuing to work hard, particularly in mathematics.

Yours sincerely

Derek Watts
Lead inspector

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