

# Edmund de Moundeford VC Primary School, Feltwell

## Inspection report

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<b>Unique Reference Number</b>	121037
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	358909
<b>Inspection dates</b>	2–3 February 2011
<b>Reporting inspector</b>	Julie Winyard HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	180
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Wakefield
<b>Headteacher</b>	Julie Lillycrop
<b>Date of previous school inspection</b>	11 November 2009
<b>School address</b>	The Beck Feltwell, Thetford IP26 4DB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed lessons and saw eight teachers; meetings were held with parents, groups of pupils, governors and staff. They observed the school's work, and looked at documentation including the raising attainment plan, school development and improvement plans, teachers' planning, pupils' work and 92 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and progress of boys and girls and other groups of pupils including those identified with special educational needs and/or disabilities within the school.
- The consistency in the quality of teaching and assessment.
- The quality of leadership at all levels, including the governing body.

## Information about the school

Edmund de Moundeford is a smaller than average primary school which serves the village of Feltwell. A small proportion of pupils come from the nearby American air base. There are lower numbers of pupils: known to be eligible for free school meals, identified with special needs and/or disabilities and with statements of special educational needs, than is found nationally. A below average number of pupils come from minority ethnic backgrounds, but almost all speak English as their first language. A slightly above average number of pupils join or leave the school during the year. The new substantive headteacher took up her post in September 2010 and the new substantive deputy headteacher takes up her post in April 2011.

The school's voluntary controlled status is related to the Edmund de Moundeford Charitable Trust, which provides two foundation governors and funds additional facilities such as a swimming pool, which is also used by other nearby schools and the local community. The school has the Active Mark and Healthy Schools Status.

**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**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has made considerable improvement since its last inspection and now gives a satisfactory quality of education to all its pupils. The school is continuing to improve rapidly and has some good and outstanding elements. Since September the new headteacher has carefully analysed the strengths and weaknesses of the school. She has skilfully and very successfully used this knowledge and understanding to put in place rigorous and robust monitoring systems which are already having an impact on raising pupils' attainment and improving their rates of progress. Her good leadership has ensured that middle leaders are carrying out their role effectively and that governors are well informed about the work of the school. As a consequence governance is now satisfactory. The governing body fully understands its responsibilities in both supporting and challenging the school. Most parents are very pleased with recent improvements particularly in communication. As one parent said, 'the weekly Newsletter is excellent! I like to read it to my children and they love finding their name or their friends' names mentioned.' However whilst parents have much greater confidence in the school, this is not reflected in attendance figures which are well below the national average, despite the school's best efforts.

The quality of teaching has improved and is now good overall. As one parent said, 'It's as if the teachers were waiting to be guided and now they're flying!' Whilst attainment is average and progress remains satisfactory overall, based on the school's current and accurate data, in some year groups it is good; for example in the Early Years Foundation Stage and in upper Key Stage 2. There was significant improvement in pupils' attainment and progress in mathematics in Year 6 last year and whilst attainment in English also improved significantly, writing remains an issue across the school particularly in improving pupils' rate of progress in all year groups. There is not yet a whole school approach to the teaching of writing and pupils do not always know or understand their writing target. They are not sufficiently guided by teachers' verbal or written feedback as to why their work is good or what they need to do next to improve it further. They are not always given time in lessons to respond to teachers' written comments. In some subjects pupils' work is presented carefully, however this is not always the case; it is more often untidy and handwriting is not carefully formed which makes it hard to read.

The school gives good care and support to its pupils and the satisfactory safeguarding procedures meet requirements. Pupils have an excellent understanding of how to live healthily. The school council have been involved in reviewing lunch menus and in devising a campaign to increase the numbers choosing school meals. There is an outstanding uptake of the wide range of sports activities including swimming lessons in the school's indoor heated pool and the local cross-country running league; the school is currently at the top of the league. Pupils of all abilities join in and none are excluded. One parent said,

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'She's like me; she can't run but she loves it!' Another said her son was often near the back but was 'determined to keep going!' Pupils' spiritual, moral and social development is outstanding and this is reflected in their good behaviour in lessons and on the playground. Older pupils show an outstanding ability to debate complex issues for example whether it is right to use dogs in fox hunting. Pupils collaborate well when given the opportunity to do so. Pupils' cultural development is good and this is enhanced by the different ethnic groups represented in the school including children from the United States of America. The school has well established links with a school in Birmingham and one in Australia which also enhances pupils' cultural understanding.

The headteacher and governors have accurately evaluated the schools current stage of development. This together with many improvements made since the last inspection, particularly in leadership and management, the quality of teaching and pupils' improving attainment and progress, shows that the school has a good capacity to make further improvements.

Up to 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.

**What does the school need to do to improve further?**

- Raise attainment and improve pupils' rates of progress in writing by:
  - developing a whole school approach to the teaching of writing
  - ensuring all pupils know, understand and work towards their personal writing target
  - ensuring teachers' verbal and written feedback is consistently focussed on what the pupils have done well and the next steps in their learning
  - ensuring pupils are given time to respond to teachers' feedback in lessons in order to improve their work.
- Improve handwriting and presentation of pupils' work by:
  - developing a whole school approach to teaching the skills of neat joined writing
  - ensuring that all staff and pupils have high expectations for the quality of presentation in all written work.
- Raise attendance rates to at least the national average.

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

Pupils enter the school with average attainment. They make satisfactory progress through Key Stage 1 and by the end of Year 2 have attained in line with other pupils nationally. Following the Notice to Improve, the school put in place a range of additional support, including special writing classes. Because of this, progress accelerated in Year 6 last year and pupils left the school with attainment above national averages. The school's current robust data and inspection evidence from pupils' work in their books and in lessons, indicates that most pupils are on track to achieve satisfactorily and increasingly better than this. In good lessons all pupils make good progress. There is no discernable difference between the performance of different groups of pupils. Those with special educational needs and/or disabilities also make satisfactory progress. Pupils say they are

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working harder now and this was evident in most lessons seen during the inspection. However due to the legacy of underachievement because teaching was not always as good as it could be, there remain gaps in pupils' knowledge, skills and understanding. Although pupils are catching up with missed learning, their satisfactory attainment and progress and low attendance means that they are only adequately prepared for the next stage of their education.

Pupils make a good contribution to the school and the wider community because of the opportunities given to them to take responsibility; for example as playground buddies. Pupils really enjoyed visiting a local old people's home and singing for the residents. They were thrilled to receive messages of thanks from the elderly people. Pupils show great concern for their local environment and were very pleased when the local council responded to their letters about the village play area by making some improvements they had suggested to facilities and equipment.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

The large majority of lessons seen during the inspection were good. In these lessons all pupils are encouraged to participate; for example through quickly talking to a partner about a teacher's question. Work is carefully matched to the different abilities in the class and teaching assistants are used well to support those pupils who need additional help. Pupils are encouraged to listen carefully to each other's points of view in discussions and

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give considered and thoughtful responses to sometimes sensitive issues. For example in a lesson in Year 6 where pupils discussed confidently how they coped with bereavement. Where teaching is less effective, teachers sometimes talk for too long rather than enabling pupils to think things out for themselves. Teachers' planning does not identify what different ability groups will be working on and tasks are not always carefully structured to meet the needs of all pupils. Teacher assessment is now accurate; however teachers' verbal feedback in lessons and their written comments in pupils' books are not sharply focussed enough on exactly what the pupil has done well and precisely what they need to do to improve their work. This is holding back attainment and progress particularly in writing.

The curriculum is currently being reviewed and changes are underway to make lessons more interesting and relevant to all pupils. The new theme books reflect how much pupils enjoy this approach. It is evident in the quality of this work that pupils are taking greater pride in its presentation. The curriculum is enriched by a wide range of visits and visitors. For example pupils have visited Ely Cathedral and a Muslim prayer group to broaden their understanding of different cultures. The many visitors to the school include a famous tri-athlete, a Spanish parent and personnel from the American air base who helped the children celebrate Thanksgiving.

The school provides good care, guidance and support to its pupils. As one parent commented, 'The school deals with problems; they don't hang about!' Pupils say the additional support they receive is helping them to catch up. One boy talked excitedly about how much his spelling had improved, 'I know because I don't have to ask Mum for so many spellings in my homework!' There are some striking examples of where the school has made a significant difference to the learning of particular pupils; for example a child with a disability, who was unable to access PE lessons, was given extra swimming lessons during PE time. There are good links with the local high school and this helps most pupils feel confident to move on to their next school. For example a teacher from the high school works with groups of pupils so they get to know at least one of their new teachers.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has a crystal clear vision for the school and the improvements that need to be made. This is reflected in development planning which is incisive and sharply focussed. Middle leaders are fully committed to the headteacher's ambition for school improvement as are governors. Excellent monitoring systems have been put in place including a highly robust tracking system, learning walks and termly evaluations of

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teaching. All these work together to ensure under-achievement is rapidly identified and rectified. Parents are impressed with the improvements they have seen in the school and one mother commented on how much her previously reluctant child now really enjoys coming to school, 'I used to have a 'not happy to come' and now I have 'a happy to come'. It has made such a difference to our lives!' The school works very well with a range of different partners. Determined efforts are made to get additional support for those pupils with specific learning and other needs and there are effective links with educational psychologists and the school nurse. The local cluster of schools works well together to provide additional special activities for children in the area; for example a recent initiative is how to improve mathematics teaching and learning. There are good links with the local church.

The school is good at promoting equal opportunity and there is no discrimination of any kind. For example an exhaustive analysis of the attainment and progress of different groups of pupils is tracking the progress of all pupils exceptionally well. All pupils work and play well together which is an outcome of the good promotion of community cohesion by the school. Following a detailed audit the school is expanding its links with schools in Birmingham and Australia through supporting pupils in emailing each other. This is building a good understanding of what it is like to live and go to school in a very different area of the United Kingdom and in a different part of the world.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make good and sometimes outstanding progress from just below average starting points in the Early Years Foundation Stage. This is because of the good teaching and support they receive. The classroom is small and there is not sufficient space for children to engage in all the areas of learning however the plans for a new outdoor area are well



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underway and this will considerably improve provision. The outside area currently used is satisfactory and there are a good range of wheeled toys and opportunities for children to develop their physical skills. However the school has rightly identified that it is not safe for children to move from the classroom to the outside area as freely as they should be able to.

Children are safe and very well looked after. Children behave well in class because the teacher manages their behaviour well. For example during a whole class numeracy session where children were enrapt watching a short film about number. They were very excited by the game on the interactive whiteboard which followed, however as soon as the teacher asked, they were silent and waited very quietly for their turn to feed the teddy bear! Children engage well with adults and are confident to share the activities they are doing. For example one boy was very keen to find a pair of shoes that would fit an adult in the role play area shoe shop. Well trained teaching assistants are used effectively to assess children as they engage in the activity they have selected and assessments are accurate and detailed. The children enjoy all the activities provided for them; however for such a small room there are often too many activities because the teacher is trying to cover too many areas of learning in each session. This can lead to noise levels rising and also prevents adults from engaging with all the activities and asking the probing questions needed to move children's learning forward.

There is good leadership and management of the Early Years Foundation Stage and this is reflected in the teacher's careful planning and the great care taken to record each child's learning journey. These learning journeys provide detailed evidence of children's progress including photographs. However not all entries are linked specifically to the areas of learning and they do not always indicate whether the child has achieved a particular skill or not.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Most parents and carers who responded to the inspection questionnaire have a positive view of the school. They are very pleased with improvements made since the arrival of the new headteacher. A few parents had concerns about pupils' behaviour in school; however inspectors found this to be good in all classes and at break times.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at 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 92 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	52	40	43	4	5	0	0
The school keeps my child safe	39	43	49	54	2	3	0	0
My school informs me about my child's progress	34	37	45	49	6	7	4	5
My child is making enough progress at this school	32	35	52	57	3	3	3	3
The teaching is good at this school	43	47	44	48	1	1	2	3
The school helps me to support my child's learning	33	36	52	57	4	4	1	1
The school helps my child to have a healthy lifestyle	39	43	47	52	4	4	1	1
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)	32	36	47	53	5	6	1	1
The school meets my child's particular needs	31	36	50	57	5	6	0	0
The school deals effectively with unacceptable behaviour	31	35	46	52	7	8	4	4
The school takes account of my suggestions and concerns	33	37	52	58	3	3	0	0
The school is led and managed effectively	36	40	41	45	11	12	1	1
Overall, I am happy with my child's experience at this school	43	47	45	49	3	3	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



3 February 2011

Dear Pupils

**Inspection of Edmund de Moundeford VC School, Thetford, IP26 4DB**

My colleague and I really enjoyed our visit to your school. It was great to meet you all, to share in your lessons and to talk to you about your work and about your school. We were very impressed to see you all working so hard in lessons and agree with you that the school has improved a lot since your new headteacher arrived.

We thought your sporting activities outstanding particularly the excellent swimming lessons you receive and the opportunity you get to take part in cross-country running. You know how to live healthily and this will help you to stay healthy as you grow older. We also thought you have an excellent and very good understanding of some difficult issues like how to cope when you lose someone close to you in your family. Because of all the good developments in your school and the fact that your learning is improving, we think that your school no longer needs significant improvement. However, there some things we have asked the school to get better at as follows:

Help your writing to improve by:

- deciding exactly how to teach writing in every class
- making sure you know, understand and work towards your personal writing target
- making sure that teachers' explain to you in lessons and when they mark your work exactly what you have done well and the next steps in your learning.
- making sure you are given time to improve your work in lessons

Improve your handwriting and the presentation of your work in your books by:

- teaching you the skills of neat joined writing
- making sure that everyone, including you, have high expectations for the quality of presentation in all your written work.

Make sure you come to school every day as far as possible.

Yours sincerely

Julie Winyard

Her Majesty's Inspector

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