

Mundesley First School

Inspection report

Unique Reference Number	120835
Local Authority	Norfolk
Inspection number	358853
Inspection dates	21–22 September 2010
Reporting inspector	Lynne Blakelock

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

Type of school	First
School category	Community
Age range of pupils	4–8
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	Mrs Margaret Adcock
Headteacher	Mrs Jeanette Thompson
Date of previous school inspection	30 October 2007
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Introduction

This inspection was carried out by two additional inspectors, who observed six teachers over eight lessons. Meetings were held with a group of pupils, with staff and with representatives of the governing body. The inspectors observed the school's work, and looked at documentation, including that relating to the progress and assessment of the pupils, details of policies and procedures, including safeguarding, and the minutes of the governing body. The inspectors analysed 20 staff questionnaires and 28 questionnaires returned by parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of writing strategies in quickening the progress of all groups of pupils through the school
- the extent to which assessment practices, particularly targets, are encouraging higher standards, through encouraging pupils to focus on their learning and to take ownership of it
- the impact of the school's community cohesion programme on pupils' spiritual and cultural development and their understanding of the cultural diversity of the world.

Information about the school

The school, which is small compared to schools of the same type, serves pupils from the village and surrounding areas. It is located in a rural coastal area with some pockets of social and economic deprivation. An above-average percentage of pupils are White British and speak English as their first language. An above-average proportion has special educational needs and/or disabilities, the majority of which are moderate learning difficulties. A large majority of the pupils attend Pebbles which is the main pre-school provider and which is located within the Mundesley Children's Centre.

The school achieved National Healthy School status in 2009. This year it was awarded the Norfolk High Quality Physical Education Award. It belongs to the North Walsham cluster of schools and is part of the Norfolk Schools Sports Partnership. In September 2011, it will become an infant school, in line with the reorganisation of Norfolk primary education.

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

3

Main findings

The school provides a satisfactory quality of education within a happy and encouraging environment, in which pupils feel valued. Since the last inspection the school has undergone numerous changes in staffing and governance which the committed headteacher has managed carefully. Regular monitoring and evaluation of the school's performance throughout this period has ensured that satisfactory progress has been maintained. It includes progress in the areas for improvement outlined at the last inspection. In particular, improved systems enable the staff to have a clear overview of pupils' achievement. The governing body is not yet able to influence the direction of the school because it does not monitor the effectiveness of its work fully for itself. However, it oversees the school's work soundly and caringly, contributing significantly through its wide-ranging involvement, to the positive ethos of the school. The impact of middle leaders on raising standards is satisfactory and improving. Overall, the school demonstrates a sound capacity to move further forward. The quality of education in the Early Years Foundation Stage is effective, with all aspects judged to be good, including teaching, which is consistently good.

Pupils' personal development is good from the Early Years Foundation Stage. Much is expected of them and they rise to the challenge, enthusiastically learning to work together and to take responsibility. They practise and develop their communication and personal skills through, for example, the influential school council. Partnerships with other schools extend the range of activities for pupils, both in school and in the local community. Relationships with parents are a strength and increasingly involve parents' involvement in their children's learning, particularly in the Early Years Foundation Stage. The promotion of community cohesion within the school and local community is effective in developing pupils' understanding of the religious, ethnic and social context in which they live. The school is developing national and international dimensions of this work carefully through the curriculum. Also, during an assembly, pupils showed a growing understanding of the religion and culture of Gambia. Although sound, the curriculum does not provide learning opportunities across subjects often enough, reducing the opportunities for pupils to develop a wide range of skills and competences and to broaden their learning.

Pupils' satisfactory academic progress and average standards match the sound quality of teaching. Where teaching is good, and provides an accurate level of challenge, progress accelerates. The school's focus on improving pupils' writing skills is very specific and has resulted in greater care in structuring tasks to meet their abilities, needs and interests. Consequently, progress of all groups of pupils is quickening. It is supported by the school's good practice in ensuring that pupils know their targets, which are integral to most lessons and with which pupils are comfortable and keen to achieve. Marking of their work, though, does not regularly tell them their achievements and how to move forward in their learning. Provision for pupils identified as having particular gifts and talents is not carefully enough

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planned, both in lessons and in planned activities out of school to ensure that they can reach their potential.

What does the school need to do to improve further?

- Raise standards throughout the school, especially in writing, by:
 - ensuring that teaching is consistently good and offers an accurate level of challenge to pupils of all abilities
 - making sure that marking informs pupils of their achievements and how to make further progress.
- Strengthen the quality of the curriculum by:
 - planning learning across subjects and themes in order to broaden pupils' skills and experiences and to promote greater enjoyment of learning
 - planning activities for those pupils with specific gifts and talents which enable them to achieve their potential.
- Develop the monitoring role of the governing body so that it collects and analyses enough information for itself to be able to challenge the school fully and influence its direction
- 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.

Outcomes for individuals and groups of pupils

3

The attainment of pupils by the end of Year 2 is broadly in line with the national average in reading and mathematics, reflecting their satisfactory progress from their starting points. Pupils' progress accelerates through Year 3 because teaching is good. The school is addressing soundly pupils' attainment in writing, particularly that of boys,' which pulls attainment levels down although progress is overall satisfactory. The greater emphasis on teaching letters and sounds through Years 1 and 2, the focus on weaknesses in pupils' writing and greater use of stories in lessons, are resulting in more secure writing skills for both boys and girls. In a literacy lesson, an interesting and familiar story proved a good stimulus in promoting pupils' enthusiasm and good progress in using increasingly interesting adjectives in sentences. Pupils enjoy learning, with practical activities in mathematics, for example, allowing them to discover the relevance of the skills that they have learnt. Pupils with special educational needs and/or disabilities make satisfactory progress because provision and support are appropriate. Pupils capable of reaching higher levels make sound progress, and good progress when activities match their needs closely. Pupils' skills in using information and communication technology are satisfactory and improving, with a new programme of learning ensuring pupils' develop their competences as they move through the school.

Pupils are encouraged to adopt healthy lifestyles and most are keen to do so. Sports activities and healthy eating choices are popular, with pupils understanding their importance. They show a good awareness of the need to behave safely in school, such as in practical lessons and behaviour is almost always good, both in lessons and around

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school. Pupils treat each other with consideration. They enjoy opportunities to work in teams and to make decisions, both in school and in their regular involvement in the village community. In particular, the school council makes a difference, promoting pupils' overall good spiritual, moral, social and cultural development. Pupils have a sound understanding and respect of the lifestyles of others, with the curriculum providing a growing framework for this. Most pupils have good attendance rates although the irregular attendance of a small number of pupils pulls the school's figures down to average. This and average standards mean that pupils are satisfactorily prepared for the next stage of their education.

These are the grades for pupils' outcomes

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

¹ 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?

Teaching is satisfactory overall, with some that is good. Over time, it results in pupils' sound progress. Pupils are usually clear about the purpose of learning and, in the best lessons, it is revisited regularly, ensuring that pupils remain focused on what they are meant to learn. A variety of methods are used to keep pupils engaged, with interactive whiteboards being used effectively as a tool for learning and regular opportunities to work together and independently. When planning is not careful enough, so that, for example, the pace is too slow, pupils become restless. Pupils with special educational needs, however, have fewer chances in some classes to learn for themselves. Pupils know their literacy and numeracy targets, which are generally a main focus in lessons and are keen

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to achieve them. Marking is variable. It is a developing aspect of the school's work and does not consistently tell pupils what they have achieved or how to move forward.

The curriculum is broad. The school's partnerships with local schools extend the range of activities so that, for example, all Year 3 pupils learn to play one musical instruments and work at a neighbouring school on a musical project. Such opportunities contribute to pupils' good personal development. The employment of a French assistant last year led to pupils developing their understanding of French culture and a lunchtime club now runs which also develops their French vocabulary. Regular themed weeks, such as in art, dance and the Edwardians, enable the wider learning of pupils. However, links across subjects are not yet established, so that pupils do not have the opportunities to practise skills such as literacy and numeracy in a variety of contexts. Provision for pupils with special educational needs and/or disabilities is satisfactory. That for pupils with particular gifts and talents is at an early stage. Pupils enjoy the variety of visits and visitors which help to bring their learning alive.

All pupils are valued by the staff, encouraging pupils' trust and sense of security. The school works well with outside agencies to strengthen the support for those pupils with specific learning or emotional and behavioural issues. This help enables them to settle to learning as quickly as possible. The school is robust in its strategies for improving attendance and punctuality. Teaching assistants provide sensitive support for pupils, encouraging their confidence in working towards their targets. The school's partnership with local schools and its own procedures enable pupils' smooth transition to middle school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior team have a clear vision for the school, are committed, and are able to drive improvement because they know the school's strengths and areas for development. Regular monitoring of teaching and learning has led, in particular, to a greater focus on linking pupils' targets to learning. Improving practice in analysing pupils' progress is helping the staff to build up a picture of the equality of opportunity through the school and the tackling of any discrimination, both of which are sound features of its work. Several staff are new and are building up their teaching and leadership skills. Similarly, the governing body is developing its knowledge and proficiency. It oversees safeguarding procedures effectively, through robust procedures which are supported by training. However, it is not yet challenging fully the work of the school or its outcomes, including the achievement of its targets.

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A strength of the school from the Early Years Foundation Stage is its relationships with parents, which are based on regular communication and the respect in which the school holds the parents. The home/school books in Reception and Year 1 and the overview of the curriculum ensure that parents are able to support their children's learning. Effective partnerships with agencies support the school's work, particularly in meeting pupils' pastoral needs and their well-being and in extending the curriculum. This extends to the promotion of community cohesion. The school is accurate in judging this to be a good aspect locally and overall satisfactory, with developing links further afield, including internationally.

These are the grades for leadership and management

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

Early Years Foundation Stage

The warm welcome by the staff, the bright learning environment and the wide range of resources promote the children's learning well. They enjoy the well-established daily routines which encourage their welfare and security in school and which enable them to practise taking responsibility. This includes making decisions which take into account the needs and feelings of the other children. Safety is paramount and already the Reception children are able to explain ways in which to keep safe in school. They know the importance, for example, of fire drills.

Most children start school with levels of knowledge and skills that are average for their age, but often below average in speaking and listening. Provision, including teaching, is consistently good. Staff plan a range of activities which incorporate all aspects of learning and which demonstrate a good balance of adult-led sessions and purposeful play activities. They focus particularly on communication, building the children's confidence in doing so. Effective use is made of the school's outdoor facilities and local environment to bring learning alive for the children and to help them to learn and refine a broad range of skills.

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Staff know children's needs and the levels they reach. The children's learning is monitored regularly to make sure that they are reaching their goals.

The leadership and management of the Early Years Foundation Stage is good. Preparation for the children to start school is comprehensive, involves parents and results in the children settling in quickly. Parents' involvement in their children's learning is a strength and facilitates children's progress. Children make good progress and, by the end of the Early Years Foundation Stage, reach above-average standards overall, including in personal development and communication skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

A minority of parents responded to the questionnaire. Most were supportive of all aspects of the school's work, which two parents described as having 'a good, caring and nurturing ethos.' Parents praised the leadership and management of the headteacher, in particular. Parents expressed their satisfaction with their children's progress. A very few queried the quality of dialogue between the school and parents about the progress of their children and the organisation of the mixed-age classes. The inspectors found no evidence to support their concerns. A small number of individual comments have been shared with the headteacher, while retaining the anonymity of the writers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mundesley First School 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 128 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	68	8	29	0	0	0	0
The school keeps my child safe	17	61	8	29	2	7	0	0
My school informs me about my child's progress	12	43	12	43	1	4	1	4
My child is making enough progress at this school	15	54	7	25	1	4	1	4
The teaching is good at this school	18	64	7	25	2	7	0	0
The school helps me to support my child's learning	13	46	11	39	2	7	0	0
The school helps my child to have a healthy lifestyle	13	46	13	46	0	0	0	0
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)	10	36	13	46	1	4	0	0
The school meets my child's particular needs	13	46	11	39	2	7	0	0
The school deals effectively with unacceptable behaviour	9	32	15	54	2	7	0	0
The school takes account of my suggestions and concerns	9	32	14	50	1	4	1	4
The school is led and managed effectively	15	54	10	36	1	4	0	0
Overall, I am happy with my child's experience at this school	17	61	8	29	2	7	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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



23 September 2010

Dear Pupils

Inspection of Mundesley First School, Norwich, NR11 8LE

I enjoyed the two days that I spent with you recently. Thank you for making me feel very welcome, for showing me round and for telling me your thoughts about your school. I am pleased that you like school and the opportunities that it gives you to take part in .

Here are some of the judgements that I made about your school.

You get off to a good start in the Early Years Foundation Stage.

You make satisfactory progress in reading, writing and mathematics through the school.

Standards in writing are lower than in reading and mathematics.

The headteacher and staff care for you well and help you to feel safe and happy.

They give you chances to take responsibility, such as helping in the classroom and being members of the school council.

You try hard to keep fit and to eat healthily and understand why it is important to do so.

You have lots of visitors and visits to make learning interesting.

You know your targets and try hard to reach them.

Your headteacher is keen to improve the school and I have asked her to make several improvements. All teaching needs to be good to quicken your progress, especially in writing. Marking should tell you how well you have done and the next steps to take. Those of you who have particular gifts or talents should be provided for, so that you can develop further things that you are really good at. Your headteacher is keen to help you to have lessons which cover several subjects so that you can develop and practise a range of skills. I have asked the governors to find more out for themselves about the work of the school so that they can do an even better job of overseeing what is going on.

Yours sincerely

Lynne Blakelock

Lead inspector

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