

# Inspection of Edmund de Moundeford VC Primary School, Feltwell

The Beck, Feltwell, Thetford, Norfolk IP26 4DB

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Inspection dates: 1 and 2 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Edmund de Moundeford is a lively, happy school. Pupils are eager to come to school each day. They feel safe and can approach any member of staff to share any worries, including about bullying. They know that the adults who care for them will resolve problems swiftly.

Pupils say that staff help them do their best work. They enjoy a wide range of opportunities, for example in sport and music. They learn about the world outside of their own, often taking trips to local sites of interest. Through the curriculum, they learn to respect the views of others, even if they are different from their own. From the start of the reception class children learn to care for one another.

There is a calm, purposeful atmosphere in classrooms and corridors. Pupils enjoy their learning and behave well in lessons. At social times, they play happily together.

Pupils enjoy learning the ambitious curriculum. Children leave the early years as confident learners, well prepared for Year 1. The school teaches a wide range of different subjects. Teachers have suitably high expectations of pupils, including those with special educational needs and/or disabilities (SEND). Pupils learn well and feel well prepared for secondary school.

## **What does the school do well and what does it need to do better?**

Leaders have designed a broad curriculum for all pupils, including those with SEND. They have undertaken a review of the curriculum so that from Reception to Year 6 all aspects of the early years and national curriculum are covered. Teachers use a range of assessment techniques well. This includes regular checks in lesson times to see how pupils are doing.

In most subjects, leaders have identified the important knowledge that all pupils should learn each year. They have ordered this content carefully so that pupils can build on previous learning when presented with new ideas. Pupils progress through the curriculum well. A good example of this is the work undertaken in history. Here, the pupils develop a secure grasp of the skills and knowledge they need, and this prepares them well for future study.

Leaders have delivered training for subject leaders. As a result, subject leaders are playing an increasingly active role in providing teachers with subject-specific support and training. However, this is a work in progress. Where subject leaders are new to the role, they have not yet ensured teachers receive the guidance they need to deliver the curriculum as intended. Consequently, the progress made by the pupils is weaker than in more established subjects.

Leaders ensure that all pupils learn to read well. Pupils follow a structured phonics programme from the early years onwards. This helps them learn about letters and

the sounds they make in a logical order. The school has a range of books available for pupils to take home to practice their learning. Mostly, these are matched to pupils' knowledge of phonics. Sometimes, these need to be more precise so that pupils, especially those who struggle, can practise effectively. Across the school, pupils read widely. They become confident and enthusiastic readers and eager to talk about their favourite books and authors.

Children in the Reception class get off to a good start. They are confident and settle in quickly. Staff help children to listen attentively. Children join in enthusiastically in a range of activities that help them to develop their spoken language.

Leaders ensure that the needs of pupils with SEND are identified early. Teachers deploy a range of effective strategies to ensure that this group of pupils can access and succeed in the same ambitious curriculum as their peers. Well-trained teaching assistants support pupils when necessary.

Pupils demonstrate respect in the way they behave. They are polite and friendly towards each other. They develop confidence by following clear guidance on how to behave. Lessons are rarely disrupted by poor behaviour, so pupils can concentrate without interruption. They are proud of their achievements.

Pupils follow a programme to develop their social and cultural understanding. For example, pupils study a range of world faiths and cultural traditions from across the globe. As a result, pupils are knowledgeable and tolerant of people who are different from themselves. They have opportunities to serve, for example on the school council. Pupils learn about the importance of democracy and fairness.

Governors are knowledgeable and committed to the continued success of the school. They offer effective support and challenge to school leaders in equal measure. Staff believe that leaders are always ready to listen to their views. They say leaders are considerate of their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand that safeguarding is everyone's responsibility. Leaders ensure that staff receive regular safeguarding training so that they can recognise the signs which could indicate that pupils are at risk or suffering from harm.

Leaders prioritise pupils' well-being and actively encourage them to talk about any concerns or worries they may have. Leaders ensure that, when necessary, pupils benefit from appropriate support without delay. Teachers make sure that pupils learn about the risks that they may face, including when using the internet.

The school keeps the necessary safeguarding records, which are followed up in a timely manner. Leaders make the right checks on staff who join the school.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Sometimes, the books pupils read do not include the sounds they have learned and need to remember. This means that some pupils do not become proficient readers quickly enough. Leaders should make sure that pupils, particularly those who struggle the most with reading, get books which match their reading knowledge closely, so they develop fluency and confidence as early as possible.
- In a small number of subjects, teachers do not receive the clarity, guidance and support that they need to deliver the curriculums effectively. Consequently, in these subjects, pupils do not achieve as well as they should. Leaders should ensure that in these curriculum areas, subject leaders develop their curriculum thinking and expertise. This will enable them to provide subject-specific guidance for teachers in the effective delivery of the curriculum, so that pupils achieve well.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121037
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10241868
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	168
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ruth Ellerby
<b>Headteacher</b>	Julie Lillycrop
<b>Website</b>	<a href="http://www.edmunddemoundeford.co.uk">www.edmunddemoundeford.co.uk</a>
<b>Date of previous inspection</b>	23 May 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders use one alternative provider for a small number of pupils on a part-time basis.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, an inspector discussed the curriculum with the subject leader, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of their work. Inspectors also spoke to leaders about the curriculum in some other subjects. The lead inspector listened to a sample of pupils reading to a familiar adult.

- Inspectors met with the headteacher and other senior leaders. The lead inspector also met with the special educational needs coordinator.
- The lead inspector held a meeting with three members of the governing board and also met with a representative of the local authority.
- Inspectors spoke with pupils at social times and met with groups of pupils.
- When inspecting safeguarding, the lead inspector looked at the school's procedures for recruiting and checking on staff suitability to work with children. The lead inspector also considered the effectiveness of staff training and the procedures to keep pupils safe.
- Inspectors reviewed a range of documentation, including leaders' improvement plans and records of governing board meetings. They also reviewed the school's attendance and behaviour records.
- The inspectors took account of 34 responses to Ofsted Parent View, Ofsted's questionnaire for parents, including 20 written messages using Ofsted's free-text facility. An inspector met with parents at the start of the first day of the inspection. Inspectors also considered 76 responses to Ofsted's survey of pupils and 23 responses to Ofsted's survey of staff.

### **Inspection team**

Tim McLoughlin, lead inspector	Ofsted Inspector
Oriana Dalton	Ofsted Inspector

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