



# Mundeford Community Infants' School

Inspection Report

**Unique Reference Number** 113738  
**LEA** Dorset  
**Inspection number** 279232  
**Inspection dates** 10 October 2005 to 11 October 2005  
**Reporting inspector** Michael Burghart RISP

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

<b>Type of school</b>	Infant	<b>School address</b>	Queen's Road
<b>School category</b>	Community		Mundeford
<b>Age range of pupils</b>	4 to 7		Christchurch, Dorset BH23 3HH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01202 485513
<b>Number on roll</b>	174	<b>Fax number</b>	01202 488142
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	20 September 1999	<b>Headteacher</b>	Mrs Diane Murcott

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 10 October 2005 - 11 October 2005	<b>Inspection number</b> 279232
----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This is an above-average-sized infant school which draws its pupils from a diverse area. Virtually all pupils are White British. The proportion of pupils with learning difficulties is about average. The percentage of pupils with formal statements of personal need is above average. The proportion of pupils eligible for free school meals is below average. Children's attainment when they entered Reception this year was about average. However, attainment varies year on year from below average to average. The school is an Investor in People and a Healthy School, and received a Department for Education and Skills Achievement Award for improvements in standards in 2002. It has been through an unsettled period with regard to staffing but this is now resolved.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

This is a happy school. It provides pupils with a secure education and gives sound value for money. The school's own views match inspectors' judgements. Standards are average overall with pupils doing better in reading and mathematics than in writing. Pupils make at least satisfactory progress, with those with learning difficulties achieving well for their abilities. Pupils' personal development is outstanding and the very good care the school takes of pupils continues to be a strength. Teaching is satisfactory overall. The more stable staffing is bringing about improvements, particularly in planning and assessment. The leadership team is good at evaluating strengths and areas for development. It knows that some lessons lack sufficient pace and challenge. Communication with parents over staff changes could be better. Children in Reception are given a good start and usually make sound progress to achieve as well as they should.

The school is well led and managed by the headteacher and her deputy. The management of the school as a whole is satisfactory. There is still more to do to develop the ways in which governors and some subject coordinators monitor the effects of new initiatives. There is a good team spirit and a clear commitment to making improvements. The school has a good capacity to improve and this reflects its continued progress since the last inspection.

Grade: 3

### **What the school should do to improve further**

In order to be even better the school should:

- raise standards in writing
- further improve the quality of teaching and learning by ensuring that pupils are always well challenged, and by developing the pace of lessons
- develop the part governors and staff play in managing the school
- improve communications with parents over staffing issues.

## **Achievement and standards**

### **Grade: 3**

Standards are about average in reading and mathematics but below average in writing. Standards vary year on year with a close match between what pupils achieve and their attainment when they join Reception. Children start school with literacy skills that are often below average. National assessment results in 2005 were down on 2004, but were much the same as 2003. The school's performance has followed the national trend over the past four years.

Pupils make at least satisfactory progress. Those with learning difficulties often make good progress. There is no significant difference in the achievement of boys and girls. Pupils reach the targets set for them but some of these could be more challenging. Consequently, more able pupils' achievement is satisfactory rather than good. The school, through improved assessment and tracking procedures, has an accurate view

of how well pupils are doing. Improving writing and raising the performance of more capable pupils already feature in the school's improvement plan. Children in Reception make satisfactory progress to reach nearly all that is expected of them before joining Year 1, doing well in personal, social and physical development.

Overall, pupils are achieving as well as when the school was last inspected. There has been an improvement in information and communication technology (ICT), where standards are now close to satisfactory, having been below expectations in 1999.

Grade: 3

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and behaviour are outstanding. Pupils really enjoy school and share excellent relationships with adults and each other, for example, when Year 1 pupils entertained parents at the school coffee morning. Pupils learn happily together and say, "This is a smashing school!" The few pupils with specific behavioural needs do well with support. Teachers and assistants value pupils' efforts and promote very good attitudes in lessons. Attendance is average and most pupils come early to school to enjoy activities such as reading.

Pupils' spiritual, moral, social and cultural development is good. Rules, rights and expectations are displayed in classrooms and teachers give clear guidance in these aspects. Spiritual and cultural development is enriched well through studying Aboriginal art and Caribbean music. Parents from different backgrounds contribute positively to cultural development.

Pupils express their views and take responsibility effectively, for example, as members of the school council and as monitors helping with physical education (PE) apparatus. They use equipment carefully and develop a good awareness of safe practice. Pupils contribute very well to the wider community and participate very successfully in local competitions such as 'Christchurch in Bloom'. Pupils develop an excellent understanding of healthy lifestyles through growing vegetables, break time activities, and in daily 'fruit eating' periods held in class. Satisfactory basic skills prepare pupils appropriately for everyday life.

Grade: 1

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are sound overall with some good features. They are developing well now that the school has a stable staff. Teachers have successfully taken on board the need to vary their approaches to make work interesting, and, where possible, enjoyable. Consequently, pupils are happy and respond well. Learning is secure, and frequently good.

Highlights include:

teaching assistants are used well, especially in supporting pupils with learning difficulties

teachers' good questioning techniques get pupils to explain their points of view

good class management means work is well planned and prepared

staff present a stimulating learning environment

children in Reception are taught effectively through a mix of play and more formal opportunities.

Increasing the pace and challenge of some lessons is an area for development where expectations, particularly of the more able pupils, could be higher. The school is aware that aspects of teachers' assessment could be better. Assessment is satisfactory with some good elements in literacy and numeracy. It is used satisfactorily to modify planning and set targets. Improving assessment remains one of the school's targets to ensure work always builds on what pupils already know.

There are good examples of how relationships encourage learning. In a good Year 2 ICT lesson, pupils' confidence in staff allowed everyone to have a go without fear of making mistakes. Pupils made good progress, learning sometimes from what they got wrong. The lesson was fun!

Grade: 3

## **Curriculum and other activities**

**Grade: 2**

The school provides a good curriculum which has good breadth and balance and meets requirements. Extra support programmes, for example, in literacy, help pupils with learning difficulties to make good progress. Parents and pupils value and talk about the 'lively, varied activities'. Learning opportunities in Reception and for pupils with particular needs are planned effectively. The school has achieved much in recent years in adapting and upgrading the school buildings to support pupils' learning. A good range of well equipped indoor and outdoor facilities enrich opportunities. For example, gardening and outside equipment help pupils enjoy and benefit from their play times. An increasing emphasis on practical activities is strengthening enjoyment and learning in lessons. Staff are adjusting the curriculum further to promote more creativity and enjoyment for pupils. A good range of clubs, including early morning aerobics and initiatives for being a Healthy School, extends pupils' learning.

Grade: 2

## **Care, guidance and support**

**Grade: 2**

Adults working in the school know pupils well and cooperate very well to provide very good care, good guidance and effective support for all pupils. Arrangements for ensuring welfare and safety are particularly strong. Personal, social and health education

is given clear emphasis in all classes. Pupils on the school council were keen to say that adults are really helpful! Teachers and support staff follow a warm, caring and effective approach when managing pupils' behaviour.

Pupils with specific behavioural and other learning needs receive good support. Teachers mark pupils' work effectively. Pupils' views are welcomed in lessons and through the school council, where pupils offer ideas about how to improve the school. Most parents are very supportive. They appreciate being able to work closely with the staff to enhance their children's education. Many parents accompany children into school at the beginning of each day to help with reading. Children in Reception are very effectively introduced to school life and routines, and settle in very quickly. Year 2 pupils are well prepared for transfer to the junior school.

Very good relationships underpin the school's caring ethos and support pupils' growing self-esteem.

Grade: 2

## **Leadership and management**

**Grade: 3**

The school is well led and managed by the headteacher in a strong partnership with the deputy. However, the overall quality of management, which includes the contributions of all concerned, is satisfactory. There is good teamwork and a clear educational direction. The quality of the school's self-evaluation is good and indicates where improvements can be made. There are appropriate procedures to ensure that staff, some of whom are very new to their responsibilities, are involved. The school has a good capacity to improve. Its track record of improvement is sound and has some good features, for example, in how ICT provision has been improved. The effectiveness of staff as subject coordinators reflects a variety of experiences and time in post. It is satisfactory overall and improving. The management of ICT and of support for those with learning difficulties is good.

Parents have positive views of the school and its support for their children. "A school that cares about the whole child," was a comment to inspectors. A minority of parents have concerns about staff changes. The school has managed some difficult staffing issues effectively but has not always communicated what is going on clearly enough to parents.

The governance of the school is satisfactory. It has been restricted for a long period by the lack of a clerk. Governors are supportive but their effectiveness in helping to manage the school could be improved by developing how they monitor and contribute to strategic planning. The ageing building is managed well to provide a safe environment, and finances are used effectively to ensure sound value for money.

Grade: 3

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome in your school. We were pleased with the way you behaved and that you were keen to talk about your work and what you enjoy. It is good to know that you feel safe and that there is someone to turn to if you have a problem.

Here are some of the strengths we found:

- Your school helps you to learn and make progress as well as making very sure you grow up into sensible, healthy people.
- Teachers and their assistants take very good care of you and do their best to show you how to improve. They try hard to make work interesting and fun.
- The building and grounds are made attractive and well used to help you learn.
- Your headteacher is a good leader and the staff are a good team.

Some things could be even better:

- You could improve your writing.
- In some lessons, teachers could set you harder work and speed up learning.
- Governors and staff need to find out more about what works well and why.
- The school should explain more carefully to your parents why you sometimes have different teachers.

We are sure you will help your teachers by trying hard and listening carefully. We wish you all the best for the future.