

# Mundesley First School

## Inspection report

---

<b>Unique Reference Number</b>	120835
<b>Local Authority</b>	NORFOLK LA
<b>Inspection number</b>	313758
<b>Inspection dates</b>	30–31 October 2007
<b>Reporting inspector</b>	Anthony Knight HMI

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–8
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	110
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Marion Malley
<b>Headteacher</b>	Mrs Jeanette Thompson
<b>Date of previous school inspection</b>	20 May 2002
<b>School address</b>	Trunch Road Mundesley Norwich Norfolk NR11 8LE
<b>Telephone number</b>	01263720401
<b>Fax number</b>	01263722906

---

<b>Age group</b>	4–8
<b>Inspection dates</b>	30–31 October 2007
<b>Inspection number</b>	313758

---

© Crown copyright 2007

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 one of Her Majesty's Inspectors.

## Description of the school

Mundesley First School is a smaller than average first school. The school serves a mainly rural community in an area that has recently been designated one of rural deprivation. The social background of the pupils is very mixed but overall is below average. The proportion eligible for free meals is the lowest it has been for several years and is now broadly in line with the national average. While there are a few students from minority ethnic groups, very few pupils do not have English as their first language. The overall proportion of students with learning difficulties is about double the national average and there are nearly three times as many pupils with a statement of special educational need. The percentage of students with learning difficulties and disabilities has increased significantly over the last three years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Mundesley First School is a very happy and friendly school where everyone feels valued. Good leadership and a deeply committed team of staff have skilfully created an extremely positive learning environment. All adults demonstrate a genuine respect for children and a desire to help all succeed. As a result, pupils not only enjoy being at school but love learning. They make good progress academically and show outstanding personal development. Of particular note is the consistent and effective application of the school's emphasis on 'talk it out to sort it out' which helps pupils to develop impressive moral and social skills.

Teachers use good teaching strategies and stimulate, and maintain, pupils' interest through well-judged activities and their own enthusiasm. The input of teaching assistants is particularly significant in enabling all pupils, especially those with learning difficulties and disabilities, to respond positively and make good progress. However, while lessons are organised well, pupils are not always clear about the specific skills, knowledge and understanding they are expected to improve or how they could provide a better response to the task set.

Good teaching and the positive learning ethos enable pupils to reach good standards in mathematics. However, while progress is also good in reading and writing, the standards in writing still remain below the national average. These lower standards in writing reflect a significant lack of language skills when pupils join the school. The school is right to continue to make the improvement of writing a priority.

The good curriculum provides excellent opportunities for all pupils to learn how to swim and to play a musical instrument. The school is giving renewed attention to ensuring all pupils experience the richness of a broad curriculum that makes the most of the depth and breadth of National Curriculum requirements.

Good care, guidance and support have developed excellent links between home and school so that parents are involved in their children's learning. Parents express high praise for the school, their only concern being a lack of security of the school site. The school understands that the site must be secure and is finding ways to address this concern. Staff know the pupils well and effectively share information informally. However, the more systematic collection of information, needed to provide a clear overview of provision, is less developed.

Financial management is secure and good improvements have been made since the last inspection. The school offers good value for money and there is good capacity for improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

The overall effectiveness of the Foundation Stage is good. Children make good progress as a result of well planned activities and good leadership. Excellent links with a pre-school nursery and with parents help children settle in quickly and develop a sense of pride in their work.

## What the school should do to improve further

- Continue to improve standards in writing.
- Make sure pupils understand the specific focus of the work and know how to provide a better response.
- Build on the excellent ongoing communication between staff and develop whole school information so there is a clearer overview of pupils' achievement and provision.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. While standards overall at the end of Key Stage 1 are broadly in line with national averages, pupils make good progress during their time in the school as their attainment is below the national average on entry to the school. Particularly good progress is made in mathematics where pupils achieve above the national average. Standards in reading are broadly in line with national averages but standards in writing are less strong, particularly at the higher levels.

Pupils make good progress in lessons and continue to achieve well in Year 3. Pupils with learning difficulties and disabilities make good progress, particularly in mathematics. Good progress is also made in the Foundation Stage.

All targets were met in 2007 except those for the highest levels in writing. Pupils are on track to meet the increased targets for 2008.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding with particular strength in their moral and social development. Their behaviour is excellent and they show impressive respect for each other and for all adults in the school. They not only feel completely safe but are empowered to sort out personal issues as they arise. Their spiritual development is good and they respond appropriately to different cultures. They really enjoy school saying, 'We learn lots, sometimes it is hard which is fun and sometimes it is easier'. Older pupils in particular contribute strongly to lessons adding detail, helping maintain the pace of learning and even finishing sentences for the teacher! There is good understanding of healthy life styles and they benefit from regular swimming lessons. The developing school council enables pupils to make an increasing contribution to the school community. Attendance has improved and is good. All experiences prepare pupils excellently for the next stages of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall quality of teaching and learning is good. Teachers have an excellent relationship with the pupils and successfully strive to make learning fun and interesting. As a result, pupils really enjoy the work and contribute well in lessons.

Tasks are managed well and good use is increasingly being made of the recently developed learning targets which centre on areas of learning identified as needing more support. However, pupils are not always clear about the focus of the work or do not understand how they could provide a better answer or response to the task. For example, the learning objectives tend to describe the tasks rather than the specific skills they need to develop in order to complete the tasks successfully. Teaching assistants provide excellent support, working effectively with selected pupils.

## Curriculum and other activities

### Grade: 2

The curriculum is good overall. There are excellent opportunities for all pupils to learn how to swim and to play a musical instrument. Pupils are also helped to learn in different ways and through practical activities. For example, there is good use of sign language in lessons and assemblies to support the pupils who find that this helps them to focus their attention. The provision for spiritual, moral, social and cultural development is good overall. Good plans are in place to create links with a school in another country, building on previous experiences with a school in Sierra Leone.

Pupils are making increasingly good use of information and communication technology. However, the emphasis for curriculum development has understandably been on improving provision in English, mathematics and science. The school is giving renewed attention to ensuring all subject areas are included in sufficient depth and breadth in the overall curriculum provision.

Provision for outdoor learning in the Foundation Stage is particularly good and there is good space for children to follow a wide range of different activities.

## Care, guidance and support

### Grade: 2

Care, guidance and support are good with outstanding involvement of parents through the well-supported 'show and tell' weekly sessions in the Foundation Stage and the effective use of the home/school books. Risk procedures are secure and pupils are supervised well during breaks. Positive rewards are given for good behaviour and achievement and any absence is followed up swiftly and effectively. Pupils' academic achievement is monitored closely and support provided where necessary. There is good support for pupils with learning difficulties and disabilities. All staff know pupils extremely well and have their best interests at heart. While there are effective ongoing discussions between staff, the school is aware of the need to continue to develop central information so that there is appropriate detail about pupils' progress in all subject areas.

## Leadership and management

### Grade: 2

Leadership and management are good overall. The headteacher and senior member of staff are highly respected by colleagues, pupils and parents. Staff feel supported and encouraged to 'improve themselves and take their own ideas forward'. Pupils love coming to school and know that they can talk to teachers if they have any concerns. All parents expressed praise for the school with many highlighting how delighted they are with the way their children have been helped to learn and to enjoy school. A minority of parents are right, though, in having some concerns about the security of the site. The school is giving appropriate attention to this matter.

All staff work closely together and effectively share information informally. However, the school is aware of the need to develop its central information systems so that there is a clearer overview of pupils' achievement and provision. Good plans are in place to take this forward. The school's self-evaluation provides good detail but the judgements of its achievements are too modest.

The governing body provides good support to the school and has welcomed the helpful guidance given by the local authority.

**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).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

31 October 2007

Dear Children

Inspection of Mundesley First School, Mundesley, NR11 8LE

I really enjoyed coming to your school. You made me feel like a friend.

I was very pleased to see how happy you are and how much you enjoy learning. You are right - this is a good school. Your teachers look after you and make lessons fun. They are going to make sure you always know exactly what you have to do and how you could make your work even better. Do ask them if you are not sure.

You are working hard and doing really well. Your maths work is good and your reading is getting better. Your school understands that many of you do not find writing easy and will make sure you have the help you need. Listen carefully, read as much as you can and try to practise your writing.

Your headteacher is very proud of you and wants you all to have the best. She is looking at even better ways to check on how well you are doing. She is also looking at all your lessons and making sure you have many different experiences. You are very lucky already to have swimming lessons every week and to learn a musical instrument when you are in Year 3.

It was good to meet the school council. They are really helping to make the school even better. Do give them your ideas and tell them if something needs to be changed.

I was very impressed with the way you behave. You help teachers and look after each other excellently. Keep talking it out to sort it out!

Anthony Knight

Her Majesty's Inspector