

# Mundesley Junior School

## Inspection report

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<b>Unique Reference Number</b>	121000
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313831
<b>Inspection dates</b>	11–12 September 2008
<b>Reporting inspector</b>	Joanne Harvey

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	8–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	127
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Roger Burford
<b>Headteacher</b>	Mr John Hunter
<b>Date of previous school inspection</b>	14 March 2005
<b>School address</b>	Trunch Road Mundesley Norwich Norfolk NR11 8LE
<b>Telephone number</b>	01263721139
<b>Fax number</b>	01263722633

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller than average size school which serves the rural and coastal village of Mundesley in North Norfolk and several surrounding villages. It is a three-year junior school, first receiving pupils into Year 4. A higher than average proportion of pupils are entitled to claim free school meals. Almost all pupils are from White British backgrounds and none are in the early stages of learning English. The ratio of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is similar to that found in most schools.

The school has achieved National Healthy School Status and an Activemark, and has a Football Association Charter Standard and an Investor in People Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils make good progress over time, achieve well and attain standards that are usually above those expected. The headteacher and senior leaders are effective in leading the school, working in partnership with staff, governors and parents to promote its caring, respectful and inclusive ethos. One parent said: 'I absolutely love the school. There is such a good atmosphere. I have no hesitation in getting in touch about any worries and staff go out of their way to follow up concerns.' This view was representative of many who responded to the questionnaire and echoes the views expressed by staff, governors and pupils.

Pupils talk with excitement about the rich curriculum they are offered. Projects such as 'Sink or Swim' and 'Give and Take' involve in-depth study across many subjects, which brings their learning alive and provides lasting memories of trips to the beach and colourful characters from local history. It is no surprise, therefore, that pupils love coming to school and are keen to learn, work hard and behave well. This project-based curriculum is continuing to develop at pace, and leaders recognise the need to develop alongside it a system to accurately check on how well pupils are progressing in every subject. The school is effective in promoting pupils' good personal development and well-being, not least through the large number of sporting clubs which most pupils are keen to attend every lunchtime or after school. Pupils are proud to take on extra responsibilities that make a real difference to life in school. This has come about because all adults are committed to ensuring that pupils are happy, receive good care and are equipped with the skills to prepare them well for their future lives. Those who find their learning more difficult are also supported to achieve well.

Much of the teaching is good. It is often imaginative and lively in its approach. As a result, achievement is also good. There is evidence of the increasingly rigorous use of assessment to plan work that challenges all pupils. Consequently, progress, which has been consistently good in Year 6, has now quickened and good progress is beginning to be sustained elsewhere. However, leaders recognise that this is not yet always the case throughout the school.

The improvements to the quality of teaching, along with innovations in the curriculum and the good value for money given, are good examples of school leaders' good capacity to continue to drive forward school improvement.

### What the school should do to improve further

- Further improve the quality of teaching and learning by ensuring consistently high levels of challenge for all pupils.
- Develop a system of monitoring and evaluating the new curriculum which ensures progression of knowledge, skills and understanding in all subjects.

## Achievement and standards

### Grade: 2

Evidence suggests that when they enter Year 4, pupils have attained broadly average standards, though this varies year on year between what are relatively small cohorts. On entry, pupils' skills in some areas of mathematics and English are occasionally below average. It is no surprise, therefore, that standards reached at the end of Year 6 have also fluctuated, though they are consistently better than in most schools in mathematics and science, and often better in English. Pupils make good progress from whatever their starting points, and achieve well. However, the

rate at which pupils make this progress, whilst never less than satisfactory, has been slower in the earlier years, accelerating, often considerably, in Year 6. The school has recognised this and put in place measures which ensure that progress for most pupils in Year 5 is now also good. Some good progress was observed in Year 4 at the time of the inspection but records show that this has not been consistently maintained over time.

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

### **Grade: 2**

Pupils have positive attitudes to learning, work hard and clearly enjoy coming to school. Their spiritual, moral, social and cultural understanding is good because its development is embedded throughout school life. Pupils are able to reflect on their feelings and actions and successfully encourage their peers to do the same. Consequently, they work and play together well and behaviour around school is good. Participation in a well developed partnership and exchange programme with a school in Tottenham has ensured that pupils demonstrate a remarkable respect and understanding for the lives of others. Pupils make a good contribution to the smooth running of the school, either through the school council, working in the office or organising activities on the playground. They demonstrate a remarkable enthusiasm for physical activity through their high, daily take up of lunchtime and after-school sporting activities. They have a good theoretical understanding of healthy eating though this is not always reflected in the contents of their lunch boxes. Leaders of the school work hard in partnership with other agencies to promote the benefits of regular attendance and this is now satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is mainly good. It promotes high levels of confidence, self-esteem and positive attitudes through trusting relationships, ensuring that pupils collaborate well and work hard. Good subject knowledge is used in imaginative ways, often with practical activities to engage pupils. Skilled teaching assistants provide support for individuals and groups of pupils, enabling them to do well. The best lessons are based on accurate assessment to ensure that work is well matched to pupils' needs and that the pupils are very clear about what they need to learn. In these lessons there are high expectations and levels of challenge for all pupils' learning, which moves at a brisk pace. Leaders recognise that these best features are not yet consistently applied across the school and that assessment is occasionally not used rigorously enough to ensure that all pupils are always challenged to do as well as they can.

### **Curriculum and other activities**

#### **Grade: 2**

Good strides have been made in creating a good curriculum tailored to meet pupils' needs and interests by including activities that are relevant and interesting. The new 'Integrated Projects' curriculum develops pupils' knowledge and understanding across several subjects, helping them to learn well. It makes particularly good use of the local environment and community, ensuring that pupils really get to know their own coastal and rural area before comparing it with contrasting ones. Relevant visitors and visits, including a residential trip, further extend and enliven the curriculum. Personal, social, health and citizenship education is well thought out and results in pupils' good personal development. Pupils and parents quite rightly value the

remarkable array of lunchtime and after-school sporting activities which result in the success of girls and boys in competitions at the highest level. There are opportunities to sample three modern foreign languages and a range of opportunities across the performing arts, multi-cultural experiences and business enterprise. The curriculum has yet to be underpinned by a system for monitoring and evaluating its impact to ensure progression in knowledge, skills and understanding in all the required subjects.

## **Care, guidance and support**

### **Grade: 2**

Procedures are rigorous in ensuring pupils' safety and welfare and comply with government requirements. Pupils say they feel safe at school and that problems or concerns, on the rare occasions that they arise, are dealt with swiftly and effectively. Staff ensure that pupils enjoy learning and that everyone is included in all that the school has to offer. Extra opportunities are offered, often in partnership with other agencies, to encourage effective social and emotional development and therefore to ensure that pupils grow to be well rounded individuals. Those at risk are identified quickly and cared for well. Clear messages are given to parents about how well their children are doing. Collaboration and support offered, for example through drop-in sessions, homework and the school web site, are effective in helping to make sure that pupils do well. Pupils say they find marking and target setting helpful but, quite rightly, say it would help them more if these systems were applied more consistently across school.

## **Leadership and management**

### **Grade: 2**

Despite a period of staffing turbulence, the headteacher has ensured that staff and governors have remained united around a clear vision and strategic direction for school improvement. The team has pulled together to ensure that challenging targets continue to be set and met. Governors carry out their role well and are increasingly able to hold leaders to account. Systems for checking on and evaluating the work of the school are suitably rigorous and result in appropriate plans for continued school improvement. For example, these plans clearly identify the unique characteristics and needs of the community the school serves. They have resulted in effective community partnerships, which are working effectively to further raise the aspirations for the area. The overwhelming majority of parents who responded to the questionnaire are highly supportive of the school's work and say they feel their views are listened to and acted upon. Leaders are working to reassure a small minority about the success of the school's work during a time of high staff turnover.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**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 capacity to make any necessary improvements	2

**Achievement and standards**

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

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 eliminated	2
How well does the school contribute to community cohesion?	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

15 September 2008

Dear Pupils

Inspection of Mundesley Junior School, Mundesley, NR11 8LE

I was pleased to meet you and all the staff, and very much enjoyed the time I spent with you. Thank you for making me feel so welcome, talking to me and helping me to find out so much about you and your school. I particularly enjoyed seeing you proudly carry out the jobs that you do around school.

You go to a good school where all the grown-ups do their best for you. They look after you and care for you well. Your teachers and teaching assistants make learning interesting and enjoyable and they work hard to help you make good progress in most lessons. Your good behaviour and manners in class, around school and in the playground, help you to learn well too. It is clear that you are happy at school. Your teachers and your friends help you to feel important and safe there.

Everyone at school is keen to find ways to help you do as well as you possibly can. Although most of you make good progress by the time you leave the school, the rate at which you make this progress varies over time. Therefore, I think you could do even better, particularly in your earlier years at the school. I would like to see you make at least good progress in each year. I would like those who lead the school to make sure that all the teachers use their assessments of your work very carefully to make sure you are always given work which challenges you to do as well as you can. Those who lead the school are going to continue to develop your exciting curriculum but at the same time they are going to check that you are all doing as well as you can in every subject that you study.

I am sure that the headteacher and all the other staff will continue to do everything they can to help you. You can play your part by continuing to behave well, working hard and coming to school every day.

I would like to wish you the very best for the future.

Joanne Harvey

Lead inspector