

Edmund de Moundeford VC Primary School

Inspection report

Unique Reference Number	121037
Local Authority	Norfolk
Inspection number	339840
Inspection dates	11–12 November 2009
Reporting inspector	Heather Weston HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Mr Jeremy Wakefield
Headteacher	Mr Stephen Kite
Date of previous school inspection	1 June 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons, and held meetings with governors, staff, groups of pupils and, informally, with parents. They observed the school's work, reviewed pupils' work and looked at a range of documentation including the school's analysis of pupils' progress, the school improvement plan and 37 questionnaires returned by parents.

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

- current standards and rates of progress, especially in English
- how teaching and the curriculum are addressing the needs of boys and of able pupils
- how well pupils' writing and mathematical skills are developed across the curriculum
- how teachers use assessment to meet the needs of different groups and promote progress
- current attendance rates, the rate of persistent absence and the action taken to promote attendance
- the effectiveness of child protection arrangements.

Information about the school

This smaller-than-average primary school serves the village of Feltwell and also admits pupils from a wider surrounding area. One in twelve pupils is American, from the nearby air base. An average proportion of pupils come from minority ethnic backgrounds, but almost all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is average. An above-average number of pupils join or leave the school other than at the usual time. The school is led by two co-headteachers.

The school's voluntary controlled status is related to the Edmund de Moundeford Charitable Trust, which provides two foundation governors and funds additional facilities such as the swimming pool, which is also used by the local community. The school has the Active Mark award.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to leadership and management in terms of its effectiveness in driving improvement, including the improvement of teaching and learning, the effectiveness of the governing body and the effectiveness with which the school promotes community cohesion.

Action taken by the Special Education Needs Co-ordinator has improved provision for pupils with special educational needs and/or disabilities. Nevertheless, the school's capacity for sustained improvement is inadequate because current leaders and managers have not been sufficiently effective in tackling weaknesses and action for improvement has been too slow. Governors have not ensured that all statutory requirements have been met and that they are fully carrying out their role. Senior and subject leaders monitor provision but the self-evaluation process lacks rigour and is inaccurate in its conclusions. Leaders have not sufficiently acknowledged the decline in standards at Key Stage 1 in writing and mathematics. They have recognised the decline in standards and progress in writing at Key Stage 2 over the last three years but have not responded swiftly enough to reverse the decline. Positive action is now being taken, but it is too early to judge the impact of this action.

Despite these weaknesses, all outcomes for pupils are at least satisfactory, and some, including children's progress in the Early Years Foundation Stage, are good. Pupils' social, moral, spiritual and cultural development is good and pupils have a good understanding of healthy lifestyles. They have a remarkable knowledge of local Fenland culture. A small minority of parents and some pupils expressed concern about behaviour. However, pupils say this is a legacy from last year relating to the inappropriate behaviour of a few pupils. Behaviour throughout the school is now good and pupils say they feel safe. All aspects of provision are satisfactory, and safeguarding arrangements meet government requirements. Staff are conscientious and work hard to promote progress. However, weaknesses in the use of assessment and in the organisation of the curriculum limit the impact of teaching. Teachers' use of assessment information is inconsistent as not all teachers are planning activities matched to pupils' needs. Curriculum time is not used with sufficient efficiency. Opportunities are not planned well enough to develop key skills through different subjects and pupils do not have sufficient opportunities to write at length.

A very few parents feel strongly that provision in the Early Years Foundation Stage is

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inappropriate. Inspectors disagree with this and found that indoor provision is good and follows current guidance. However, outdoor play facilities are not good enough and do not allow children to choose freely between activities both indoors and outside.

What does the school need to do to improve further?

- Improve leadership and management by:
 - improving the rigour and impact of monitoring processes
 - ensuring the accuracy of self-evaluation
 - ensuring that governance meets statutory requirements
 - ensuring that leaders' monitoring of lessons leads to improved teaching and learning
- Maximising the impact of teaching and learning on raising standards and promoting progress by:
 - improving the accuracy and use of assessment data to match activities to pupils' needs
 - identifying clear learning outcomes for each lesson so that different groups of pupils know exactly what they are learning
 - ensuring that the key skills of literacy and numeracy are developed throughout the curriculum
 - revising the use of time to enable improved curriculum provision and giving time for extended writing to take place on a regular basis.
- Ensure that outdoor play provision for children in the Early Years Foundation Stage fully meets requirements and enables children to choose freely between activities indoors and out.

Outcomes for individuals and groups of pupils

3

Children's attainment when they join the school is broadly in line with national expectations. Children made good progress during their Reception Year last year and started Year 1 with standards just above what is expected for their age in all areas of learning. Standards reached by pupils in both Key Stages 1 and 2 in 2009 were broadly average, as are standards currently throughout the school.

Pupils apply themselves to their work well. In 2009, the progress they made in writing was variable throughout the school and inadequate overall. However, during this inspection, observations of learning and a review of pupils' work showed that pupils are currently making satisfactory progress. As yet this progress is not good enough to overcome previous underachievement and assure a rise in standards and appropriate levels of achievement. The school's analysis of data for pupils with special educational needs and/or disabilities last year showed considerable underachievement. Due to action taken by the Special Educational Needs Coordinator to make their education plans more specific, and to the interventions she has put in place, these pupils are now making

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satisfactory progress.

Pupils are reflective, shown by their thoughtful comments when taking part in a debate about bullfighting, which also demonstrated their ability to consider moral issues. They have a good understanding of right and wrong and good social skills. They work well together in lessons and listen respectfully to each other's views and opinions. They are proud of the good contribution they make to the school community. Pupils' awareness of cultural diversity does not match their good knowledge of their own and local culture. They have a clear understanding of risks and potential dangers. Pupils' attendance is satisfactory.

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	3
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

How effective is the provision?

Teachers manage pupils well and positive relationships are a feature of all classes. Strengths in good lessons include the use of a range of teaching styles and good use of interactive whiteboards and other resources to motivate pupils and to engage them actively in learning. Teachers' generally good subject knowledge is shown in their skilful questioning. However, questioning is not always used to target particular pupils to check

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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their understanding, or to ensure all pupils are fully involved in whole-class sessions. Planning is better in mathematics than in English, where expected learning outcomes are too general and not sufficiently tailored to ensure all pupils make the best progress. Teachers often give good verbal feedback in lessons but, although some good practice was seen, the quality of marking varies and does not consistently show pupils how they could improve their work.

The curriculum is suitably broad and balanced. It stimulates pupils' interest and provides adequate preparation for further schooling. There is rightly a strong emphasis on literacy and numeracy, but best use is not being made of time. The lengthy morning sessions are generally devoted entirely to literacy and numeracy work unrelated to other subjects. Attempting to teach all subjects on a weekly basis limits the amount of time that can be spent on developing the particular skills of each subject systematically as pupils move through the school. A good range of activities, including a variety of after-school clubs, enriches pupils' learning and contributes to their personal development. Themed events such as a Spanish day, 'Culture in the Countryside' and 'Molly Dancing' have a positive impact on pupils' enjoyment.

Transition arrangements are good and new pupils say they are helped by adults and other children to settle quickly. Good use is made of expertise and advice from outside agencies, for example, when dealing with challenging behaviour or particular physical disabilities. However, insufficient attention is given to monitoring attendance rates and to taking action to promote better attendance and action has not been taken to ensure that the school's good facilities provide a high quality, appealing learning environment.

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	3

How effective are leadership and management?

Strategic planning and steps to drive improvement are weak. The school improvement plan lacks detail and does not sufficiently cover important areas of the school's work, though there is now a more suitable plan to improve the quality of writing which has the potential to drive improvement. Leaders monitor the quality of teaching and learning but identified areas for development are not followed up with sufficient rigour.

Communication with parents is satisfactory, but leaders failed to sufficiently inform parents of the changes made in 2008 to practice in the Early Years Foundation Stage, and as a result some parents remain dissatisfied with current practice. Governors provide insufficient challenge to address weaknesses and bring about improvement.

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They are not fulfilling statutory requirements in relation to community cohesion, or to ensuring that the school has a suitable equalities policy. However, the effectiveness with which the school promotes equal opportunity and tackles discrimination is satisfactory. Action to promote community cohesion is inadequate. It is only now being addressed and, although some good work is being carried out locally and some overseas links are being made, an evaluation of community cohesion has only recently been carried out and action is at too early a stage to judge the impact of this work. The effectiveness with which the school deploys resources to achieve value for money is satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Outcomes in the Early Years Foundation Stage are good. Children's attainment on entry, although broadly in line with expectations for their age overall, is below expectations in regard to their communication, language and literacy skills. By the time they moved to Year 1 last year, attainment was above average, demonstrating good progress, particularly in literacy. Indoor provision is good and appropriate to children's needs. They enjoy and benefit from the range of activities provided to promote both their learning and their personal and social development. They form good relationships with each other and with adults. Activities are well planned and interesting and children usually engage well in their learning. However, provision is only satisfactory because facilities for outdoor activities are not good enough.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents are happy with their children's experience at the school. However, a small minority feel that the school is not led and managed effectively, and inspectors agree with this view. A small minority also feel that the school does not deal effectively with behaviour. Inspectors found no evidence to support this view with regard to pupils now at the school. A very few parents expressed strong concerns about provision in the Early Years Foundation Stage, but inspectors do not share this view. However, inspectors do feel that leaders have not informed parents of the change of approach adopted in September 2008 in line with Early Years Foundations stage guidelines, and can understand parents' concerns due to a lack of understanding of current practice. The school has arranged a meeting to inform parents fully of the changes in practice.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edmund de Moundeford Voluntary Controlled Primary 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 43 completed questionnaires by the end of the on-site inspection, of which 37 were analysed. The 6 questionnaires received after the analysis had been carried out reflected the balance of views set out below. In total, there are 174 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	62	12	32	2	5	0	0
The school keeps my child safe	16	43	19	51	2	5	0	0
The school informs me about my child's progress	20	54	17	46	0	0	0	0
My child is making enough progress at this school	15	41	17	46	2	5	2	5
The teaching is good at this school	51	14	14	38	3	8	0	0
The school helps me to support my child's learning	17	46	16	43	2	5	2	5
The school helps my child to have a healthy lifestyle	18	49	17	46	1	3	1	3
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	27	24	65	1	3	1	3
The school meets my child's particular needs	12	32	22	59	2	5	1	3
The school deals effectively with unacceptable behaviour	6	16	22	59	5	14	2	5
The school takes account of my suggestions and concerns	6	16	22	59	5	14	2	5
The school is led and managed effectively	8	22	19	51	5	14	3	8
Overall, I am happy with my child's experience at this school	18	49	19	43	2	5	1	3

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupil's 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.



13 November 2009

Dear Pupils

Inspection of Edmund de Moundeford Voluntary Controlled Primary School, Feltwell, IP26 4DB

Thank you for making us welcome when we visited your school recently, for talking to us and showing us your work. We enjoyed our visit and finding out about the things you do in lessons and in clubs. We thought your Spanish day looked very interesting and that you really thought about the rights and wrongs of bull-fighting and of how to be a successful Flamenco dancer. We could see that you enjoy school and we thought that you are polite and sensible.

We think your school needs additional help. Although adults are working hard to help you make satisfactory progress, you could make much better progress if school leaders planned more carefully and made sure the things they know need improving actually do get better. We also think your governors are not making sure the school is as good as it should be. Because of this you will have a visit from another inspector next year. To help you make better progress we have asked the governors and staff to do these things:

- improve the way they lead and manage the school
- make sure that your work is neither too easy nor too hard, and that you know how to carry out a successful piece of work
- make sure that you have the chance to use your literacy and numeracy skills in other subjects, and that you have more opportunities to write at greater length
- make sure that your timetables give enough time to fully develop your skills in all subjects
- improve the outdoor play area in the Reception class so that you can learn and play both indoors and outside.

You can all help by continuing to work hard and behave well.

Yours sincerely,

Heather Weston

Her Majesty's Inspector

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