

# Mundford Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	121047
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	342193
<b>Inspection dates</b>	23–24 November 2009
<b>Reporting inspector</b>	Jackie Cousins

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	135
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Rolph
<b>Headteacher</b>	Julie Hall
<b>Date of previous school inspection</b>	1 November 2007
<b>School address</b>	St Leonards Street Mundford Norfolk
<b>Telephone number</b>	01842 878278
<b>Fax number</b>	01842 878999
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited all teachers and saw eight part lessons. They also held meetings with the headteacher, governors, senior leadership team, special educational needs coordinator, middle leaders and staff. They talked to two groups of pupils from Years 1 to 6. The inspectors observed the school's work and looked at some documentation including the safeguarding policy, risk assessments and incident records. The school development plan was studied in detail. An analysis was made of school data on pupils' progress and inspectors looked at pupils' work in books and on display. A scrutiny of 84 parent and some pupils' and staff questionnaires was carried out. When Mundford Church of England Primary School was inspected in November 2007, it was judged to require special measures.

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

- how consistently do pupils in the Early Years Foundation Stage progress in communication, language and literacy
- how effectively do leaders' monitor the progress and attainment of Key Stage 1 pupils with significant special educational needs and/or disabilities
- how well do subject leaders monitor girls' progress in Key Stage 2 particularly in reading and science
- how is the school using feedback to pupils to increase the rate of progress
- how is the school's leadership working to develop pupils' understanding of United Kingdom's multi-cultural community.

## Information about the school

Mundford Church of England Primary School is situated near Thetford. It is a smaller than average sized primary school. The proportion of pupils with special educational needs and/or disabilities is average. Most pupils are from White British backgrounds and a few are from minority ethnic groups. No pupils speak English as their second language. The school has awards for Activemark, Healthy Schools and Investors in People.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Mundford Church of England Primary is a satisfactory school. It has some good features. One considerable strength is the good quality care and guidance given to pupils by staff. As a result of this, pupils' behaviour is good and they are mature and polite to others. All pupils said they had someone they could go to if they had a concern. Pupils settle quickly into school life, whether they join the Reception class or another year group. This is because the school engages productively with parents to support their children when starting school. Virtually all parents who returned a questionnaire were very positive about their child's time at the school. One parent summed their thoughts by saying, 'I am very pleased with my child's attitude to school and what they are teaching him - Well done Mundford Primary.' Parents agreed particularly strongly that their child is kept safe in school.

The children in Reception class get a good start to their education and they make good progress. School leaders have improved the use of assessment since the last inspection and pupils' achievement is now tracked rigorously from Year 1 to 6. In these year groups, pupils make satisfactory progress because they receive sound teaching. Assessment is used suitably to inform lesson planning and staff use a variety of approaches to make lessons interesting. Occasionally, however, staff do not outline fully what they are expecting pupils to learn in the lesson. Pupils receive positive feedback from staff but their personal targets are not discussed regularly in lessons. Consequently they do not always know how well they have done.

A sound leadership team is committed to improving the school. The senior leadership team inspires others effectively to expand their skills. For instance, teachers do not yet have a clear understanding of the features of an outstanding lesson, but plans are in place to develop this in the near future. Considerable improvements have been made since the last inspection, including the thorough monitoring of pupils' progress in Years 1 to 6 every term. Those pupils who have made expected or better progress are celebrated. Those achieving less well are supported appropriately by a range of strategies and their subsequent progress is recorded carefully. As a result, pupils' attainment is in line with expectations in the present Year 6 and they now achieve satisfactorily. Standards of handwriting are a little below average because pupils do not always present their work carefully. Pupils' use of mental mathematics' skills is not fully developed when solving problems.

Self-evaluation is used suitably by senior leaders and governors. Consequently, the

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school is in a satisfactory position to improve in the future. The role of middle leaders is not developed entirely and this means that they are not always productively involved in monitoring more able pupils' progress and the quality of teaching and learning.

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

- Develop the quality of teaching and learning by:
  - improving the use of discussion and display to explain what skills and outcomes the teacher is looking for in lessons
  - making sure good quality discussion about pupils' targets deepens their understanding of what they have done well and what they need to improve
  - ensuring all teachers develop a deep understanding of what constitutes outstanding teaching and learning.
- Develop pupils' attainment and achievement by:
  - ensuring handwriting skills are developed more systematically
  - improve pupils' problem skills through regular use of mental mathematics activities.
- Enhance middle leaders roles by enabling them to:
  - monitor in detail the progress made by different groups of pupils including those who find learning more easy
  - evaluate the quality of teaching and learning more rigorously.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Achievement and enjoyment are satisfactory. From their average starting points in Year 1 pupils make sound progress. In the present Year 6, an average proportion of pupils are working at nationally expected levels of attainment for their age in reading, writing, mathematics and science. By Year 6, standards of handwriting and use of mental mathematics skills to solve problems are a little below average. From classroom observations more able and other groups of pupils' attainment is satisfactory in relation to their capabilities. Senior leaders now monitor pupils' achievement using a rigorous tracking system. This system is helping the school to analyse different groups of pupils' progress carefully so they are aware that girls and boys make similar progress. Pupils with special educational needs and/or disabilities make sound progress because their achievements are monitored appropriately by the coordinator. Pupils from minority ethnic groups are provided for successfully and they achieve adequately. Standards have been average or higher in Year 2 assessments for the last three years.

Pupils form very effective relationships with adults because staff nurture them successfully. They contribute to the community well. For example, pupils enthusiastically

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raised money to purchase energy saving devices to make the school more efficient. They learn to value everyone no matter where they come from. Pupils' moral development is good and they have an effective understanding of what is right and wrong. They work safely together. This is due to thoughtful support given by staff. Pupils adopt healthy lifestyles well. A high proportion of pupils take part in physical exercise activities inside and outside the school day. They are knowledgeable about which foods are better for them and those which should be avoided. They have positive attitudes to learning and concentrate suitably in lessons. Pupils' attendance is average and their basic skills develop satisfactorily. This means that they are aptly prepared for the next stage of education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching is satisfactory and so pupils make sound progress in their learning. In lessons observed the best teaching uses practical teaching methods to ensure that pupils build up their key skills rigorously. Questioning is used carefully to extend pupils' understanding. In one good session seen, Year 5 and 6 pupils develop their reading

<sup>1</sup> 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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skills well because good questioning skills were used to challenge them and ensure they give reasons for their answers. Assessment appropriately informs extra support for pupils. Occasionally, staff do not share or discuss with pupils what they are looking for from different groups. This means that pupils are not totally clear what needs to be incorporated in their work. Pupils' targets are not consistently referred to in all lessons and occasionally opportunities are missed to discuss examples of how they could be met. This means that not all pupils have an in-depth knowledge of what they can do to improve their work.

A strong emphasis is seen in the school's sound curriculum on the development of language, literacy, numeracy and scientific skills. Provision for information and communication technology is satisfactory and the school plans to monitor this more closely in the near future. Most weeks pupils have two physical activity sessions these include gymnastics and games sessions. The development of creative skills in art is well provided for due to the fact that resources are used successfully. For example, pupils in Year 2 learn to use paint effectively to create pictures of fire. High quality displays celebrate pupils' achievements. The pupils' personal, social and emotional development is supported well through group discussion sessions. Pupils learn about Christian beliefs because assemblies and religious education sessions are used successfully. Provision for the gifted and talented pupils is developing suitably.

Pupils receive good levels of care from staff. Transition into the school and on to the next stage of education is well thought out. From the moment pupils start at school their personal needs are met diligently. Vulnerable pupils are identified and supported well. The school works thoughtfully with agencies to support pupils' well-being. The school's work with families ensures parents and carers can access training and support their child's needs effectively. Well targeted support, often from astute teaching assistants enables pupils who are making less progress than expected to catch up.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The senior leadership team is dedicated to improving the school. The headteacher and deputy headteacher lead the school astutely. School development planning sets suitable direction for future improvements in the quality of teaching and learning. As a result leaders plan to enhance all teachers' understanding of how to create outstanding teaching and learning sessions. Pupils have equal opportunities to learn because the

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school works systematically to remove any barriers to learning. Pupils' achievement is monitored on a formal basis three times a year by senior leaders and so individual targets for their attainment are reviewed satisfactorily. The school is developing middle leaders' roles so that they monitor the quality of teaching and learning and the progress made by more able pupils more rigorously. At present they are not clear about what proportion of pupils are working at above expected levels of attainment or the average scores for each year group.

Governance is sound. Governors work appropriately with staff and challenge the school thoughtfully. They are involved suitably in strategic planning for the future. They make sure child protection and health and safety matters are dealt with carefully.

Safeguarding procedures meet requirements well. For example, all staff receive regular updates on how to keep children safe in school and good records are kept of the checks completed on staff.

The school works satisfactorily to unite it with the wider community. For example, pupils successfully take part in local church services to celebrate harvest festival. The school has evaluated all aspects of community cohesion adequately and is developing further links to enhance pupils' understanding of multi-cultural Britain and global issues. The school's leadership and staff ensure pupils from all backgrounds and abilities are included constructively into school life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children achieve well in the Reception class. The starting point of each child is assessed



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carefully. The children make good progress from their below expected starting points. In 2009, standards were average by the start of Year 1 in key areas of learning except literacy where they were a little below average. Children develop their basic skills well because staff use demonstration thoughtfully. Staff regularly assess children highlighting what they can do and recording the next steps they could take to improve. Senior leaders and staff reflect on children's attainment at least once a term. However, senior leaders do not formally record these reviews of children's progress in full each term with the early year's staff. This means that one or two children who are making slower progress are not always rigorously identified part way through the taught year by senior leaders. The children's personal, social and emotional development is good because all adults ensure that their welfare and care are supported well. For instance, risk assessments are carried out rigorously. Children are encouraged to be independent and easily extend their learning due to a well organised classroom. The leadership of this stage of education is good. Effective management has improved the use of the inside and outside areas successfully.

*These are the grades for the Early Years Foundation Stage*

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

**Views of parents and carers**

The majority of parents who returned a questionnaire are positive about the school and the progress their child is making. Inspection findings support parents' positive views about the school. A few parents express concerns about the ways the school lets them know about the attainment and progress of their child. Inspectors agree with parents and after reports were explored with the school it plans to change the reports sent home to parents each term so that they report on attainment and progress in more detail.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mundford Church of England 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 135 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	60	33	40	0	0	0	0
The school keeps my child safe	51	61	31	37	2	2	0	0
The school informs me about my child's progress	32	40	41	51	8	10	0	0
My child is making enough progress at this school	39	47	41	49	2	2	1	1
The teaching is good at this school	36	43	44	53	2	2	1	1
The school helps me to support my child's learning	33	40	48	59	1	1	0	0
The school helps my child to have a healthy lifestyle	34	41	49	59	0	0	0	0
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)	31	37	50	60	1	1	1	1
The school meets my child's particular needs	35	42	44	53	3	4	1	1
The school deals effectively with unacceptable behaviour	27	33	54	65	1	1	1	1
The school takes account of my suggestions and concerns	28	33	53	63	2	2	1	1
The school is led and managed effectively	28	34	54	65	0	0	1	1
Overall, I am happy with my child's experience at this school	41	44	50	54	0	0	2	2

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



25 November 2009

Dear Pupils

Inspection of Mundford Church of England Primary School, Mundford, IP26 5ED

Thank you for helping us to find out about your school. We enjoyed watching lessons and talking to some of you. You attend a happy and friendly school.

These are some of the best things about your school:

- you make satisfactory progress in your work
- you behave well in school
- your headteacher and senior teachers have effective ideas about ways to improve the school
- teaching is sound and the staff work hard to make sessions interesting
- a good partnership is in place between the school, your parents, carers and others
- staff care and support you well and listen to you thoughtfully so that you feel really safe in school.

We have asked your school to look at how they can make things even better. The most important things they need to do are to make sure:

- progress and attainment are higher by Year 6 in handwriting and use of mental mathematics skills in problem solving
- discussion occurs more regularly about your personal targets and you understand more fully what skills and outcomes the teacher is looking for in each lesson
- middle leaders watch over the quality of teaching and learning more often and your progress and attainment in detail, especially for those who find learning more easy.

Continue to listen carefully to staff comments, come to school everyday and enjoy all the super things you are learning at Mundford Church of England Primary School.

Yours faithfully

Jackie Cousins

Lead inspector

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