

Inspection of Mundesley Infant School

Trunch Road, Mundesley, Norwich, Norfolk NR11 8LE

Inspection dates: 24 and 25 September 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy attending this inclusive and happy school. Adults care about pupils. This helps pupils feel safe and secure. Pupils attend well.

The carefully designed curriculum gives pupils lots of opportunities to acquire new knowledge. Pupils enjoy learning new things. There are high expectations for pupils to achieve well. Consequently, they are largely successful in learning what leaders intend.

Alongside their academic learning, pupils build their character through the school values. Pupils learn how to be curious and resilient as part of lessons and assemblies. This helps pupils develop into well-rounded citizens. Enrichment opportunities, such as trips and outdoor learning, give pupils the chance to broaden their horizons and experience new things. Leadership roles, such as those of school councillors and the head boy/girl, enable pupils to take on additional responsibilities. This supports pupils to take an active role in school life.

Pupils respond positively to the clear expectations that the school sets and they behave well. This means the school is a calm and orderly place, where learning typically proceeds without disruption. Playtimes are a hive of activity. Pupils come together with older pupils from the adjoining junior school and socialise happily. They are active and interact confidently with older pupils.

What does the school do well and what does it need to do better?

The school has worked closely with the federation to design a curriculum which identifies the knowledge pupils need to learn. Leaders and teachers from the different schools work together to develop resources and make continued improvements.

The school has recently revised its early reading curriculum. It has chosen to match its reading curriculum and writing more closely. The school is in the process of implementing this new approach. Staff have had initial training and are teaching as leaders intend. The books which pupils read are closely matched to their learning. Pupil progress is checked, and intervention is planned to help pupils to catch up with the pace of the programme. This means pupils typically learn to read fluently. The school is aware of the need to further train and support staff as they fully implement the school's new approach.

The early years curriculum includes a balance of adult and child-led learning. This means children learn what is most important but also pursue their own interests. Teachers check what children know and consider how to close gaps through targeted work. The curriculum and environment help children to learn. Sometimes, the way adults communicate with children is not supportive to learning. Adults do not always model talk and encourage children to respond in an effective way. This means opportunities to take learning further are missed. However, children in the early years do typically achieve well. They are prepared well for their next stage.

In many subjects, the curriculum is taught effectively. For example, in mathematics the school has trained teachers to teach in small, clear steps. Teachers check how well pupils learn and successfully move pupils on to new content when they are ready. This supports pupils to achieve well.

Across other subjects, the way the curriculum is taught is not always as effective as it could be. On occasion, teachers do not explain ideas clearly enough. This means that pupils do not fully learn and remember new knowledge. Over time, pupils develop some gaps in their learning.

The school supports pupils with special educational needs and/or disabilities (SEND) well. Teachers accurately identify how pupils' barriers to learning can be overcome. Lesson adaptations mean that pupils with SEND are typically successful in accessing the same curriculum as their peers. Where pupils need something more individual, this is provided without delay. As a result, pupils with SEND progress through the curriculum well.

The school rules clearly identify the way that the school expects pupils to behave. Staff model and manage behaviour consistently. Pupils respond well. The school monitors behaviour carefully and it creates individual behaviour plans when these are required.

Pupils' understanding of difference and diversity is a school priority. For example, pupils listen to stories from a range of cultures. Through the curriculum, they learn how to stay safe, including online. In ways appropriate to their age, pupils learn about relationships and about the importance of healthy lifestyles. The school also provides pupils with opportunities to contribute to their community. These experiences help to prepare pupils for life beyond school.

Governors know the school well. They offer a balance of support and challenge and visit the school regularly to monitor provision. Teachers appreciate the training offered by the school and federation. They value the opportunities to work with colleagues from other schools across the federation. This helps them to do their job more effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teachers do not present new information with enough precision. This means that pupils do not learn the knowledge set out in the curriculum as intended. The school should ensure that staff have the expertise and knowledge to consistently explain the important information precisely to pupils.
- Sometimes, in early years, adults do not interact in a way that maximises children's opportunity to develop their early language and communication. This means children's

language and vocabulary do not develop as the school intends. School leaders need to ensure staff have the necessary knowledge and expertise to engage fully in high-quality interactions within early years.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120835
Local authority	Norfolk
Inspection number	10345223
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair of governing body	Mike Blake and Steve Luniss (Co-Chairs)
Headteacher	Sophie Bugg
Website	www.mundesley-infant.norfolk.sch.uk
Date of previous inspection	5 December 2018, under section 8 of the Education Act 2005

Information about this school

- Mundesley Infant School is part of the AIM Federation of Schools.
- The school site is shared with the junior school and hosts an enhanced resource based called The Beacon.
- The school run a breakfast and after-school club on site.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector spoke with members of the governing body and spoke with a representative from the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. The lead inspector heard pupils read to a member of staff. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors reviewed a range of documents, including behaviour logs, attendance records, pupil records, records of governing body meetings, school development plans and school self-evaluation documents.
- The inspectors observed pupils' behaviour around the school and during breaktimes.
- The inspection team considered the views of parents through responses to the online survey, Ofsted Parent View.
- The inspectors gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as discussions conducted throughout the inspection.

Inspection team

Jonny Wallace, lead inspector

His Majesty's Inspector

Clare Gammons

Ofsted Inspector

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