

# Mundella Primary School

Black Bull Road, Folkestone, Kent CT19 5QX

<b>Inspection dates</b>	28–29 June 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Mundella Primary School has greatly improved since it was last inspected. It is now a good school.
- Leaders have built a clear vision of 'Aspire and Achieve'. They have successfully improved teaching and learning and this has led to increased pupils' progress across the school.
- Teachers are clear about what pupils can and cannot do. They use this knowledge to engage pupils and make learning exciting.
- From starting points that are much lower than expected, standards achieved by pupils are much higher than they were at the time of the last inspection.
- Pastoral care is of a high standard and because of this, pupils feel safe and supported.
- Disadvantaged pupils and pupils who have special educational needs and/or disabilities receive good, focused support and make good progress.
- The curriculum is balanced and engaging. Pupils enjoy the range of trips that enhance their learning.
- Governors hold leaders to account to good effect. They monitor the school well and know the school's strengths and areas for development.
- Middle leaders play an effective role in securing improvements in their areas of responsibility and are very clear about the impact their leadership has had.
- Good teaching and effective leadership in the early years have transformed the provision, and ensure that children enjoy learning and make a positive start to their time at Mundella.

### It is not yet an outstanding school because

- Standards in mathematics lag behind those in reading. Pupils have insufficient opportunities to problem solve and use mathematical reasoning.
- Most-able pupils are not challenged enough to consolidate and deepen their understanding.
- There remains a gap in early years between the attainment of disadvantaged and that of other pupils.
- Behaviour, although managed well, does not focus enough on pupils' self-regulation and the reinforcement of the school's positive values.

## **Full report**

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

- Improve mathematics so that standards are as good as they are in reading, by:
  - developing the pupils' skills in problem solving in real-life contexts
  - giving pupils more opportunities to use mathematical reasoning when applying their knowledge.
- Give more challenging learning opportunities to the most able pupils by ensuring that pupils are moved on more quickly to deeper learning during lessons.
- Continue to close the attainment gap in the early years, so that it at least matches that seen nationally.

## Inspection judgements

### Effectiveness of leadership and management is good

- The senior leadership team of deputy headteacher, assistant headteacher and special needs coordinator worked impressively with the inspection team. Leadership across the school is well distributed and has good capacity to further improve the school.
- Leaders evaluate the school's effectiveness honestly and accurately. They know the school's strengths and areas for further development. Improvement plans have become more focused since the last Ofsted monitoring visit and now clearly show the actions required to ensure further improved outcomes for pupils.
- Leaders are ambitious for the pupils, the staff and the school community. They have started to build high aspirations in the pupils, the vast majority of whom want to achieve and be successful. Their leadership has had strong impact on improving the school since the last inspection.
- The leadership of teaching, learning and assessment is effective. Leaders monitor effectively and put in place appropriate training and resources. Performance management of teachers is robust. As a result, most pupils make good or better progress. For example, the implementation of a new reading resource has had clear impact on pupils' ability in decoding letter sounds and reading.
- The quality of support for teachers new to the profession is of a high standard. They have been mentored by a senior leader and they are very complimentary about the guidance they have been given. They have been coached by their peers and had training from the local authority. As a result, they have made a very positive start to their teaching careers.
- Thorough and reliable assessment systems are in place. Senior leaders know which groups of pupils throughout the school are making good and sometimes better progress. They know which pupils need additional support to prevent them falling behind their classmates.
- Additional government funding, the pupil premium, is used wisely to improve the progress of disadvantaged pupils. This funding is well managed and led by the assistant headteacher. It has been spent on an appropriate mix of support and provision.
- The provision of physical education and sport has improved over the last year and is enthusiastically led. The school has worked with a sports partnership, partly financed by the additional primary school physical education and sports funding, to provide high-quality coaching for staff and pupils. As a result, there has been an increase in the range of sporting opportunities available, and more pupils are now taking part in competitive sports.
- The curriculum is broad and balanced. Leaders rightly prioritise improving standards in reading, writing and mathematics but other subjects are not sidelined. For example, science is planned and taught well with a clear focus on investigative work. Pupils are offered a good range of academic, sporting and arts extra-curricular activities throughout the year and these are popular with both younger and older pupils.
- The leadership of the provision for pupils who have special educational needs and/or disabilities is very effective. All statutory responsibilities are met. Robust systems and procedures are in place to ensure good progress for pupils in the vast majority of year groups for reading, writing and mathematics.
- There is effective provision for spiritual, moral, social and cultural development. Pupils know the difference between right and wrong, respond well to each other and have an awareness of some different cultures. Assembly themes are carefully linked to a range of thoughtful topics that underpin British values and an inclusive society. Displays around the school reinforce pupils' understanding of democracy, and the school council and house captains embody this important area.
- Middle leadership has developed well. A range of key strategies, especially in English, have been implemented that have had positive outcomes for pupils. The middle leaders review the impact of their actions and report this to senior leaders. Middle leaders are clear about what is needed to improve outcomes for pupils further in the coming year.
- The local authority has provided very effective support since the school was judged to require improvement. This includes a number of key leadership secondments which have enabled the school to build further leadership capacity, improve behaviour and develop moderation of teachers' assessments.
- **The governance of the school**
  - The governance of the school is good. Over the last year, the governing body has reviewed its work and refocused its work. It has developed clear methods of monitoring and of holding the school to account.
  - Governors robustly challenge the leadership team. For example, this year they challenged the leaders to improve attendance and this has had a positive impact.

- Governors know the strengths and weaknesses of the school. They ensure that spending of the pupil premium and sports funding is allocated effectively to improve pupils' achievement.
- Governors' skills are well matched to their roles in school. These skills are regularly checked and training is given.
- The arrangements for safeguarding are effective. Leaders work with parents and other stakeholders to create a culture of safety. Records are up to date and rigorous. The site is secure and staff are vigilant in ensuring that pupils are kept safe. Pupils say that they feel safe at school and are very clear on what to do if they have any concerns. Staff are aware of their responsibilities in relation to all aspects of keeping pupils safe. The school is alert to its responsibility with regard to dealing with extremism and terrorism, including the 'Prevent' duty.

## Quality of teaching, learning and assessment is good

- The quality of teaching and learning in the school is good overall. The impact on learning is reflected in the good progress made by pupils.
- Teachers plan exciting learning tasks that engage the learner. Teaching is typically interesting and lively. New learning is well modelled, and teachers use their good subject knowledge and questioning to pitch the majority of work correctly according to pupils' abilities.
- Teaching assistants and teachers work well together to ensure that timely and constructive advice and support are provided for pupils, including those who have special educational needs and/or disabilities. They are skilled at ensuring that the majority of pupils make progress in each lesson.
- Teachers have high expectations of what pupils can achieve; however, sometimes pupils could move more quickly to more demanding tasks to improve progress further. Although pupils are challenged in their learning, this is not yet consistent.
- The school's marking policy is followed consistently by all teachers. The feedback provided is of a good standard, especially in English, where it moves writing skills on well. This is less well developed in mathematics.
- Teachers regularly use day-to-day knowledge of what the children can and cannot do to reframe pupils' learning activities. Teachers make accurate judgements on pupils' abilities and these are moderated across the school regularly to ensure consistency. They work with other schools and the local authority to add further scrutiny to these judgements.
- Classrooms are bright and well organised and pupils' work is displayed proudly around the school. This leads to a positive learning environment, which the pupils respond to well.
- Homework is used effectively to develop key skills and to enhance subjects taught in school. A termly 'home learning grid' is sent home on a regular basis and families can choose different activities. This approach has been universally popular with pupils and parents alike.
- Reading and the teaching of letters and the sounds they represent (phonics) are carefully developed in the early years and key stage 1. As a result, most pupils get off to a good start in their reading. The use of small, targeted groups enables all pupils to achieve well.
- Most pupils enjoy reading and understand the importance of this key skill. The range of books available motivates pupils to read widely and often. Boys' reading has improved due to new books purchased to engage them. Rewards have been put in place to encourage reading at home and this has increased outcomes.
- Pupils' mathematical number skills are generally good and progress across the school is improving. Teachers sometimes do not move learning on quickly enough when pupils have understood a concept. Teaching of problem-solving skills in mathematics is improving, but pupils are not always encouraged to develop their mathematical reasoning.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. A range of effective strategies are in place to reward positive personal development.
- The staff work proactively with many external agencies to ensure that vulnerable pupils, together with their families, are supported well.

- Leaders ensure that the pupils are cared for exceptionally well. They have introduced two effective nurture groups and a breakfast club to support vulnerable groups of pupils. The reorganisation of the pastoral care team has been effective. A new senior family liaison officer role has been introduced and this has helped bridge the gap between home and school.
- Pupils say that they are happy and feel safe at school. Year 6 pupils have been involved in developing a presentation for younger pupils on keeping safe which has been successful.
- Pupils generally take pride in their work and are smart and tidy. In the vast majority of lessons observed, pupils had a positive attitude to learning. Pupils work well with each other and are good at working in groups and discussing their learning.
- Pupils understand the different forms that bullying can take and there are regular assemblies focusing on different aspects of this, such as e-safety and cyber-bullying. Because of this, pupils know how to keep themselves safe online.
- Pupils are encouraged to be self-motivated learners, and staff work hard on giving exciting experiences to inspire positive behavioural habits. Pupils continue to need guidance and support in this area.

### **Behaviour**

- The behaviour of pupils is good. Pupils' behaviour in the vast majority of lessons is positive. Behaviour is best when their work is interesting and pupils are challenged. In the few times when behaviour is not as positive, learning was less challenging and exciting.
- The majority of pupils behave well during the less structured times of the school day. Breaktimes and lunchtimes are supervised well. Pupils responding to the online survey felt that behaviour was not as good during these parts of the day. They feel that more equipment and the reintroduction of 'playground friends' would improve this.
- Pupils' attendance has improved over time and is now broadly average. The attendance of vulnerable groups of pupils has improved dramatically over the last year due to a new, focused strategy. The proportion of pupils who are regularly absent has also been reduced.
- Owing to focused work on behaviour and pastoral care, the number of exclusions has reduced greatly over the year.
- In their responses to the online survey, pupils felt that any incidents of bullying were always dealt with by staff. However, although pupils felt that behaviour was generally good, some felt that small pockets of poor behaviour in lessons slowed their learning.
- Much work has been carried out in supporting pupils to adhere to the rules. The new behaviour policy, written by the whole school community, has led to good improvements. Further development is needed in developing pupils' self-control and the further understanding of the school's 'LEARN' values.
- Parents feel that the school generally manages behaviour well, although some felt that some poor behaviour was not dealt with firmly enough.

### **Outcomes for pupils**

**are good**

- Standards in reading, writing and mathematics at the end of key stage 2 have improved over time and were broadly in line with national averages in 2015.
- Similarly, standards in reading, writing and mathematics at the end of key stage 1 have also improved since the last inspection. Standards in reading and mathematics were broadly in line with national figures in 2015, although writing was below national levels.
- The proportion of pupils that reached the standard in the Year 1 phonics screening check in 2015 was, although improving, below the national average. The school's current assessment information indicates a trend of continuous improvement, and current phonics standards are now above national levels.
- The proportion of pupils in the early years that reach a good level of development has improved since the last inspection and is now above national levels.
- The school's current assessment information and the pupils' work seen by inspectors in books confirm that pupils in key stages 1 and 2, from their different starting points, make good progress.
- Current information shows that the vast majority of disadvantaged pupils entitled to support through additional government funding are making better progress from their individual starting points than their non-disadvantaged classmates.
- Pupils who have special educational needs and/or disabilities make good progress that is in line or better than that of other pupils in the school. Individual needs are identified early and appropriate provision put in place. This is helping them catch up with their peers in some areas.

- Pupils across the school are increasingly well prepared for the next stage in their education and parents are positive about pupils' outcomes. The majority of parents feel that their children make good progress at Mundella. Current assessment information and pupils' work books indicate that the most able pupils do not always reach the very highest standards in mathematics because they are not always given work which challenges them to think deeply and apply their knowledge and skills widely. This impacts on the progress that this group of pupils make.

### **Early years provision**

**is good**

- Leadership of the early years is strong and enthusiastic, and this has had clear impact on improved learning and better outcomes over the current year. Leaders understand the strengths and weaknesses of the early years and have worked impressively since the last inspection to improve provision.
- Effective teaching in the early years is characterised by clear modelling, careful questioning and having high expectations. Owing to the staff's good curriculum knowledge and well-planned learning activities, there is a real buzz of excitement in lessons.
- Teaching assistants are deployed effectively in the early years, and learning is supported well. For example, during a writing session, phonics knowledge was reinforced and positive praise led to good outcomes.
- There is a strong emphasis placed on developing children's social skills; they are encouraged to work together. For example, children enjoyed writing down food and drink orders at snack time, and they enjoyed serving each other. This led to a very positive, calm break which all children enjoyed.
- Children in the early years, from very low starting points, make very good progress. Standards have improved over the last two years and the school's current assessment information and work in books show that attainment is now above national figures.
- The gap in attainment between disadvantaged and non-disadvantaged pupils is narrowing, but the school needs to continue to reduce this further. By the end of the early years, not enough disadvantaged pupils achieve expected standards, and not enough are ready for their next stage of learning.
- The requirements of the statutory framework for the early years foundation stage are fully met. Safeguarding is rightly given a high priority. All staff are vigilant in ensuring that children's health, safety and emotional and physical well-being needs are met at all times. Clear procedures are in place and all staff have had correct training.
- Parents have become more involved with their child's learning over the year. They have had opportunities to add to their children's school books by adding 'Wow' moments from home. The school has provided reading workshops to support work at home which have been well received.

## School details

<b>Unique reference number</b>	118384
<b>Local authority</b>	Kent
<b>Inspection number</b>	10009194

This inspection 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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Ross
<b>Headteacher</b>	Nigel Pantling
<b>Telephone number</b>	01303 252265
<b>Website</b>	<a href="http://www.mundella.kent.sch.uk">www.mundella.kent.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@mundella.kent.sch.uk">office@mundella.kent.sch.uk</a>
<b>Date of previous inspection</b>	13–14 March 2014

## Information about this school

- Mundella Primary School is smaller than the average-sized primary school. All classes are taught in single-year groups. There is one class in each year group.
- The proportion of pupils known to be eligible for the pupil premium is well above average. The pupil premium is additional government funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average.
- In 2015, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The majority of learners are of White British heritage and most speak English as their first language. The percentage of pupils who speak English as an additional language is similar to national averages.
- When the school was previously inspected in March 2014, it was judged to require improvement. One of Her Majesty's Inspectors subsequently monitored the school on one occasion to check its progress.
- The school meets the requirements for the publication of specified information on its website.

## Information about this inspection

- During this inspection, the headteacher was absent.
- Inspectors observed learning in 18 lessons or parts of lessons. All classes and a range of subjects were observed. Over half of the observations were conducted jointly with the deputy headteacher, assistant headteacher or special needs coordinator. Collective worship was also observed.
- In the absence of the headteacher, discussions were held with the deputy headteacher, assistant headteacher, other staff with leadership responsibilities, and governors, including the chair of the governing body. The lead inspector spoke to a representative from the local authority.
- Inspectors spoke to newly qualified teaching staff.
- Pupils were spoken to in groups, within lessons and during breaktimes. The inspectors looked at work in pupils' books and on displays around the school. Inspectors also listened to a range of pupils read.
- The views expressed in the 15 responses to Ofsted's staff questionnaire were taken into account.
- Inspectors visited the before-school club. They had discussions with parents at the start of the school day, and considered their views, together with those expressed by the 80 parents who completed Ofsted's online questionnaire, Parent View.
- A range of documentation was reviewed, including information on pupils' progress and attainment, the school's self-evaluation and development plans, monitoring carried out by leaders, curriculum planning, and information and policies relating to the safeguarding of pupils, including those linked to attendance and behaviour.

## Inspection team

Felix Rayner, lead inspector

Ofsted Inspector

Judith Askey Brown

Ofsted Inspector

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