

Ormesby Primary School

Inspection report

Unique Reference Number	111629
Local Authority	Redcar and Cleveland
Inspection number	356953
Inspection dates	9–10 December 2010
Reporting inspector	Ian Richardson HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	373
Appropriate authority	The governing body
Chair	Mr Steve Elliott
Headteacher	Miss Tracy Clarvis
Date of previous school inspection	10 October 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Eighteen lessons were observed and 15 teachers seen. Meetings were held with pupils, staff and governors. Inspectors observed the school's work, and looked at documentation concerned with safeguarding, the school's improvement plan, a selection of the school's policies, and documents describing the school's involvement in community activity. They received 69 completed questionnaires from parents and carers. They also received questionnaires completed by staff and some completed by pupils.

- Whether there has been improvement in attainment since the last inspection.
- How well pupils have adopted healthy lifestyles.
- How consistently good the quality of teaching is.
- How effective the model of curriculum area teams is in bringing about high quality provision.
- Whether staff at all levels and governors share the view of the school's leadership on priorities for improvement.

Information about the school

The school is larger than the average primary school and serves an urban setting in the community of Ormesby. It attracts over 40% of its pupils from the neighbouring authority of Middlesbrough. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils who are from minority-ethnic groups is very much lower than average as is the proportion of those who speak English as an additional language. The school has a smaller-than-average proportion of pupils with special educational needs and/or disabilities and the proportion with a statement of special educational needs is much less than the average. The school holds a range of awards including: Healthy Schools Standard; Activemark; Eco Schools Silver Award; International School Award (Intermediate).

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?

2

The school's capacity for sustained improvement

2

Main findings

The school is providing good education for pupils and is improving. It provides an environment in which pupils feel very safe and very well cared for. The views of parents make it clear that they agree with their children. They describe how the teaching is very good and teachers are always willing to help. The school community is lively with a good variety of opportunities to experience a range of activities in and out of class that engage pupils and help them to make good progress. The atmosphere of trust and mutual respect is tangible. The school has an agreed set of values and priorities that the staff carry out their work by and by which pupils order the way they respond. Pupils' behaviour is outstanding, whether they are in class or around school. Inspectors noted the lively conversations that pupils have formally in group work and informally over such activities as lunch. They welcome strangers, such as inspectors, and speak freely of their great enjoyment of school, their experiences and views.

The school is inclusive in the way it operates with pupils, parents and other organisations. The needs of individual pupils are identified and considered as teachers plan activities. Consequently, all pupils of all abilities are engaged well in their work and are making good progress. Teaching is good and some is outstanding. Teachers use assessment techniques well to identify progress, their questions are used to engage pupils and check their understanding. However, there is some variation in the quality of information fed back to pupils to help them to improve. The care, guidance and support provided by the school are outstanding. The school has done much to promote the pupils' understanding of how to adopt a healthy lifestyle. This has had a very positive impact on pupils' involvement in physical activity but has yet to fully influence them over their choices of food. Pupils' social and moral development is very good as is their grasp of traditional British cultural traditions, but the multicultural aspect of British society is not threaded through all aspects of the curriculum.

At the heart of all the improvements and outstanding features of the school are the outstanding leadership and management. The headteacher and senior leadership have succeeded in embedding a common vision for the development of the school and its priorities. At all levels the staff of the school share this vision and the common values established by the leadership. The management is systematic and ensures the full involvement of staff in planning and reviewing work. Given this coordinated and effective management, the rising standards attained since the last inspection, the high-quality school improvement planning, and very effective self-evaluation, the school has demonstrated its good capacity to improve. Given the good overall effectiveness and good outcomes for pupils the school is providing good value for money.

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What does the school need to do to improve further?

- Improve assessment practices by ensuring greater consistency in the quality of feedback pupils receive from teachers.
- Promote an understanding of diverse cultures, races and faiths in Great Britain so that it visibly permeates the school environment.

Outcomes for individuals and groups of pupils

2

Pupils enter the school with a level of skills that is below that typically expected. In 2008 the attainment of pupils at the end of Year 6 was well-below average. However, through the good efforts of the school, the attainment of pupils at the end of Key Stage 2 had risen in 2008 and 2009, and in 2010 was around the national average. This is strong evidence of the achievement of pupils being good and improving. This is supported well by lesson observations by inspectors where learning and progress were seen to be good in all the lessons observed. The performance data and lesson observations showed that pupils from all groups, including those with special educational needs and/or disabilities, are making good progress.

Pupils' clear enjoyment of school contributes to their success. They are enthusiastic learners who persevere with their work and collaborate effectively with each other. All the pupils interviewed said they felt safe at school and 100% of parents and/or carers completing the questionnaire agreed or strongly agreed that the school keeps their children safe. Pupils' behaviour in lessons and around school is outstanding. They make a strong contribution to the school community and take on roles and responsibilities well. Pupils' workplace skills are developing well. They are making good progress in literacy, numeracy and information and communication technology. Pupils' attendance is average and the school has a wide range of strategies to improve attendance. The school have good links with educational welfare staff and have an attendance officer in school.

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

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teaching in the school is good overall and some examples of outstanding teaching were seen. No lessons were judged to be inadequate. The relationships between teachers and pupils are excellent and this contributes to the good achievement and outstanding behaviour of pupils. Their attitudes to learning are very good and they want to please their teachers. Teachers have high expectations and provide interesting lessons, which are managed well and provide good challenge and a brisk pace for pupils for the full range of ability. Teaching assistants are effective and are well deployed by teachers. Assessment procedures are carried out systematically but not all teachers are providing pupils with high-quality feedback on how to improve their work.

The curriculum is good. There are good opportunities for pupils to have a wide range of learning experiences. The curriculum is constructed around themes that provide for good cross-curricular links including literacy, numeracy and some information and communication technology. The curriculum is appropriately adjusted to meet the needs and interests of pupils, and pupils have been involved in consultations over the curriculum. Good use is made of local resources such as Ormesby Hall and the local church. The curriculum is enriched well through visits and visitors to the school. There are many extra-curricular activities and these are very well attended.

Care guidance and support in the school are outstanding. Pupils describe how well staff care for them and help them to achieve the best they can. They express very high levels

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of trust and confidence in their teachers. There is an excellent range of information provided for parents and the school is very welcoming to parents. The school continues to develop ways of involving the parents in the education of their children. There are excellent arrangements for transition for children entering the school, when moving on from Nursery to Reception and from year to year. Teaching assistants are well used in supporting pupils in 'catching up' after periods of absence. The needs of all pupils, including those in vulnerable groups, are well considered and the counselling service supports pupils very well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The quality of leadership and management of the school is outstanding. Since the last inspection the headteacher has inspired the school community very effectively, resulting in staff who share the belief in the school's capacity to make a difference to the lives of its pupils. As a consequence, the attainment of pupils has risen over the last three years from being significantly below average to being broadly average. Pupils now clearly show that they make good progress from the point they enter the school until they leave at the end of Key Stage 2.

Staff show they have a very good understanding of the school's development priorities. The support the staff demonstrate for the school's leadership is very high, with 95% of the staff who completed questionnaires strongly agreeing that the school is well led. The same proportion of staff also strongly believe they are involved in what the school is trying to achieve and that their contributions are valued. Parental support is also very strong with no parent disagreeing with the statement that the school is led and managed effectively.

The school communicates very effectively with parents and carers, keeping them well informed of their children's progress. The school uses a range of ways to communicate with parents and carers and they are very positive about the way the school takes account of their suggestions.

Questionnaires completed by staff strongly agree that governors do an effective job. Governors carry out their functions well. They are kept well informed by the headteacher and have had training on carrying out their role. They receive reports on the performance of pupils, and staff team leaders report to relevant groups of governors. They have exercised their role of challenge through such projects as the raising attainment plan and contributing to the reframing of numeracy policy and practice, which has resulted in raised performance in mathematics.

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The day-to-day running of the school is very effective. The systematic approach to management has resulted in appropriate staff training including on the safeguarding procedures, which are effective. The school promotes equality, tackles discrimination and promotes community cohesion well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The large majority of children enter the Nursery with a level of skills below the expectations for their age. By the end of the Reception Year most children are making good progress in most areas of development. Their knowledge and understanding is developing well across all areas of learning. Effective use is made of the well-equipped outdoor provision to develop children's learning in creative and physical ways. The planning in place works well in most cases.

There are well-deployed staff supporting children's learning. There is mutual respect between children, they make good friends and have good relationships with all adults. There is a key worker system in place which is yet to show its full effectiveness. There are limited opportunities for children to develop independence regarding healthy lifestyles, for example choosing when to eat a snack or drink milk. Teaching varies between satisfactory and good but no teaching was judged inadequate. Examples of weaker teaching include times when children sit for too long on the carpet and the individual needs of some children not being met.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 strength of support of parents and carers for the school is overwhelming. Their comments during interview and their responses to the questionnaire show very high levels of confidence in the management and leadership of the school and in the teachers. All parents or carers responding expressed happiness with their child's experience of school and agree that their child was making enough progress at school. They strongly agree that the school informs them about their child's progress. The school has done much to communicate with parents and to involve them in the life of the school. This has resulted in all but one parent agreeing that the school takes account of their suggestions and concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ormesby 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 373 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	68	22	32	0	0	0	0
The school keeps my child safe	46	67	23	33	0	0	0	0
My school informs me about my child's progress	39	57	29	42	1	1	0	0
My child is making enough progress at this school	35	51	33	48	0	0	0	0
The teaching is good at this school	38	55	27	39	1	1	0	0
The school helps me to support my child's learning	38	55	30	43	0	0	0	0
The school helps my child to have a healthy lifestyle	32	46	33	48	1	1	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)	32	46	33	48	0	0	0	0
The school meets my child's particular needs	36	52	32	46	0	0	0	0
The school deals effectively with unacceptable behaviour	40	58	26	38	0	0	0	0
The school takes account of my suggestions and concerns	35	51	30	43	1	1	0	0
The school is led and managed effectively	39	57	27	39	0	0	0	0
Overall, I am happy with my child's experience at this school	43	62	24	35	0	0	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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 December 2010

Dear Pupils

Inspection of Ormesby Primary School, Middlesbrough TS7 9AB

Thank you very much for the way you welcomed inspectors into your school. We enjoyed talking with you, watching you work and seeing how much you enjoy your time at school. The school is providing well for your education and is providing you with outstanding care, guidance and support.

The headteacher and others leading your school are doing a very good job. You and your parents agree with this. You are making good progress, try hard in lessons and show a good attitude to the work. Your behaviour is excellent and most of you take full part in lessons and after-school activities such as sports. While the school helps you to understand how to stay healthy we noticed you do not always make good choices in the food you eat.

The teaching you receive is good overall, but sometimes you do not receive the information you need to do even better. You can play your part by making sure you ask questions about the work and that you are fully involved in the lessons. We noticed that your attendance is only average. You need to try your hardest to be in school during term time and only go on holiday when school is closed.

We think your school can do even better by:

- improving the quality of the feedback pupils receive from teachers, to help them to improve
- promoting an understanding of diverse cultures, races and faiths in Great Britain so that it visibly permeates the school environment.

On behalf of the inspection team I wish you all the best for your future.

Yours sincerely

Ian Richardson

Her Majesty's Inspector

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