

Ormesby Village Infant School

Inspection report

Unique reference number	120840
Local authority	Norfolk
Inspection number	380118
Inspection dates	15–16 March 2012
Lead inspector	Judith Dawson

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Clive Sillitoe
Headteacher	Lucy Bates
Date of previous school inspection	26 February 2009
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Introduction

Inspection team

Judith Dawson

Additional inspector

This inspection was carried out with two days' notice. The inspector visited nine lessons, observing the teaching of four teachers and listened to individual pupils read. She held meetings with pupils, staff and members of the governing body. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. She observed the school's work and looked at the school's procedures for safeguarding pupils, teachers' planning, the school's plans for improvement, its evaluation of its performance and the tracking of pupils' progress. The inspector also analysed the response of parents and carers in 56 parental questionnaires.

Information about the school

This is a smaller-than-average infant school, where pupils in Years 1 and 2 are taught in three mixed-aged classes. The organisation of the classes varies from year to year to accommodate the changing number of pupils on the school's roll. Most pupils are White British and the proportion with minority ethnic heritage is much lower than in most schools. The proportion of pupils known to be eligible for free school meals remains below average but is rising each year. The proportion of disabled pupils and those who have special educational needs is below average, although the proportion of pupils with statements of special educational needs is in line with similar schools. There are many more girls than boys currently in Key Stage 1. All the teachers were working at the school at the time of the last inspection. At present, the headteacher has a teaching commitment for two days each week.

There is a privately run pre-school on site, which also provides a breakfast and after-school club. This provision is inspected separately.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It has successfully built on the strengths identified at the time of the previous inspection. Self-evaluation and improvement planning are rigorous and staff work together effectively to meet pupils’ pastoral and academic needs. Pupils’ spiritual, moral, social and cultural understanding is promoted well and they enjoy their learning. The school is not outstanding because there are insufficient opportunities for pupils to take responsibility for improving and extending their learning independently in Key Stage 1. A few pupils who find learning difficult struggle in acquiring knowledge of the sounds letter combinations make (phonics) because reading and spelling sessions are not always fully matched precisely to their needs.
- Pupils make good progress from their starting points. Standards have risen and are consistently above average by the end of Year 2. Almost all pupils and children in the Early Years Foundation Stage make good progress in lessons because they are usually taught well.
- Adults have high expectations of pupils’ behaviour and attitudes to learning. Good oral and written advice and questioning help pupils improve, although there are some inaccuracies in the teaching of phonics. Regular assessments enable teachers to plan lessons effectively.
- Pupils behave well and care for each other. They delight in their learning and carry out their duties with enthusiasm, respecting adults and each other. They are proud of their school and know that each is valued and well cared for.
- The headteacher and governing body have high aspirations for the staff and pupils and, through rigorous monitoring and performance management, ensure that teaching and learning are good. School performance is well managed. The curriculum ensures skills are developed progressively, and it is enlivened by involving pupils in planning the topics for each half term.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Encourage pupils to take more responsibility for their learning in Key Stage 1 by providing opportunities for independent, challenging and time-limited tasks.
- Help all pupils, especially those who find learning difficult, or have disabilities or special educational needs to make the best possible progress in reading and spelling by:
 - ensuring adults consistently use the correct terminology relating to letters and sounds to avoid confusion and that they expect the same of their pupils
 - organising phonics teaching to match pupils' abilities and needs more precisely
 - giving teachers the opportunity to observe best practice in the teaching of phonics.

Main report

Achievement of pupils

Children's knowledge and skills on entry to the Reception class vary with the small year groups, but are generally below age-related expectations, especially in communication, language and literacy. They make good progress because they have opportunities to extend their learning through well-focused activities they initiate themselves. Well-crafted teaching sessions with the whole class or small groups ensure they acquire the skills they need.

Pupils, irrespective of their social background or ethnic heritage, make good progress in reading, writing and mathematics throughout the school. Pupils now in Year 2 are working at above-average levels for reading and writing, although, in the current year, fewer are at the higher Level 3 in mathematics. Boys have often outperformed girls in mathematics, but the difference is not significant. In some mathematics lessons, when pupils are working independently, the pace slows. Pupils conscientiously tackle the tasks they are set, but do not always have enough opportunities to extend their learning further by applying it to challenging and time-limited tasks or initiating their own ways of solving problems. The good systems for pupils to evaluate their own work, ratified by their teachers, enable them to celebrate their successes. The system helps their teachers to identify when more help is needed.

All the parents and carers who returned questionnaires feel that their children make good progress throughout the school and inspection findings fully endorse their views. Pupils are eager to contribute to class discussions and work hard. Their work is well presented and, when their teachers write a helpful comment, they actively respond to the advice. Their good social skills shine through all that they do. In a

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lesson when pupils were writing lists of instructions using imperative or 'bossy' verbs, a pupil insisted in putting the word 'Please' at the beginning of her sentences. Pupils who have disabilities and those with special educational needs make good progress overall. English and mathematics are taught in common ability groups in Key Stage 1 and pupils receive good support, especially when working in small groups. Most pupils read well, with expression and understanding. However, pupils often confuse letter names with the sounds they make. This misunderstanding makes it more difficult for them to understand how the sounds change when letters are combined to decode new words.

Quality of teaching

Teachers and teaching assistants know all the pupils extremely well. Throughout each year, teachers teach every pupil in Key Stage 1 literacy and numeracy as they change the group they teach each term. This knowledge enables them to plan class activities in the afternoons that help pupils apply their skills across the curriculum. Basic skills of literacy and numeracy, including phonics, are taught systematically and progressively so that pupils make good progress. Occasionally, adults are not careful enough in their use of letter names and there are some inaccuracies when 'sounding out' single letters. Teachers plan work for the range of pupils within each ability group, but do not regularly encourage pupils enough to pose questions and explore possibilities to rapidly extend their learning, especially in mathematics. All adults expect the best of the pupils. Regular handwriting lessons, for example, help pupils to take a pride in their work. Most lessons progress at a brisk pace, although the time pupils take to complete their tasks sometimes extends to fit the available time, missing opportunities to generate more rapid learning through time-limited challenges.

Teachers involve the pupils in planning the topics for subjects outside their literacy and numeracy lessons, making sure that they acquire the skills they need for each subject over the year. Excellent relationships with the pupils and good use of resources ensure that learning is fun. Pupils' spiritual, moral, social and cultural development is an integral part of teachers' curricular planning and there are many opportunities for pupils to express their feelings, empathise with others and extend their understanding of their own and other cultures. Some teachers are skilled in encouraging pupils to question and investigate. In a science lesson, for example, pupils were given a range of moving objects and were asked to find out what they did and how they worked as part of their topic on forces. The teacher skilfully used this lesson to find out what pupils knew so she could plan the next lesson.

A good mix of adult-led and child-initiated learning in the Reception class ensures that children develop their skills across the areas of learning. The teacher plans the independent-learning activities well, so that they support the learning in the classroom. Regular assessments and tracking of children's and pupils' progress throughout the school identify where additional support is needed and enable teachers to plan work to meet pupils' needs. The inspection confirmed the views expressed in all the parental questionnaires that pupils are taught well in this school.

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Behaviour and safety of pupils

Parents and carers are unanimous in their agreement that their children are well cared for in school and that behaviour is typically good. Inspection findings fully endorse their views. Pupils understand different types of bullying and the consequences for those involved. There have been very few incidents of bullying over the last few years and all pupils get on noticeably well with each other. The school has effective policies for promoting good behaviour and a comprehensive programme for promoting pupils' personal and social skills. Policies are applied consistently and all pupils know what is expected of them. Pupils with emotional and behavioural difficulties make extremely good progress towards meeting their targets because of the consistent systems for supporting them. Pupils are encouraged to take responsibility for their behaviour and perform their many pastoral duties enthusiastically. For example, the school council instigated the 'Playground Angel' scheme to support their peers at playtimes. Others are lunchtime monitors and proudly wear their chefs' hats and aprons.

Although attendance is average when compared with all primary schools, absence is almost entirely due to sickness and pupils hate to miss school. They obviously enjoy their lessons and say that behaviour is good throughout the school. They know that they can confide in adults in school and feel very safe. They have a good understanding of how to care for themselves and what are acceptable risks. Their understanding of, and empathy with, people from varied cultures across the diversity of British society have improved since the last inspection. For example, they communicate with pupils from an inner city London school and have links with a school in Ethiopia. Many pupils attend the good range of after-school clubs. The school choir, with a membership of over half the pupils in Key Stage 1, performs beautifully and was highly commended for their performance in Norwich. All pupils listened with absolute concentration when the headteacher played them the Welsh version of one of their songs as they left assembly. Pupils' spiritual, moral, social and cultural development is much enhanced by these stimulating learning opportunities.

Leadership and management

The headteacher has high aspirations for the pupils and staff. The astute school self-evaluation has generated relevant plans for improvement. The governing body, staff, parents and carers' and pupils' views are considered in this process and the pupils themselves generate improvements. At their request, for example, a bicycle shed was being constructed during the inspection. All the questionnaires indicate that parents and carers are kept well informed, that the school responds to their concerns and helps them to support their children's learning. Since the previous inspection, good progress has been consolidated, good teaching maintained, and pupils continue to hold very positive attitudes to learning. These strengths show secure capacity to improve further.

Subject leaders monitor curricular planning and pupils' work and analyse

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performance to set targets for improvement. All staff are subject to rigorous performance management and the headteacher's monitoring of teaching ensures that good practice is the norm throughout the school. External professional development has been limited due to budgetary constraints. Teachers have had few opportunities to observe good practice in other schools to help refine, for example, their teaching of phonics.

The curriculum is broad and balanced and meets pupils' needs well. One parent wrote, 'My child is learning to her full potential, making her ready for junior school.' This is a tribute to the thorough curriculum for each subject and the range of interesting topics so much enjoyed by the pupils, which advance their spiritual, moral, social and cultural development. Links with national and global communities are developing well. The school liaises with external agencies effectively to support pupils whose circumstances have made them vulnerable. Equality of opportunity is good. The school's philosophy that 'every child matters' permeates throughout all its work, and each pupil's performance is closely monitored to ensure there is no underachievement. Links with the on-site pre-school and other providers ensure a smooth transition to school.

The Chair of the Governing Body holds the same position in the neighbouring junior school and is skilled in ensuring good and professional dialogue between the two schools. The governing body supports and challenges the school well, monitoring the outcomes of school improvement as well as teaching and learning. The school meets the requirements for safeguarding pupils, and all policies and procedures are rigorously applied.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



19 March 2012

Dear Pupils

Inspection of Ormesby Village Infant School, Great Yarmouth, NR29 3RY

I am writing to tell you how much I enjoyed my visit to your school recently. You go to a good school and play an important part in making it even better. Thank you all for your friendliness and help during my visit. Special thanks go to the school council, who showed me round and those of you who read to me or gave me your views. I really enjoyed hearing the choir. Thank you for singing for me.

These are some of the things that are good about your school.

- You make good progress and, by the time you leave, you have learnt more than most children of your age.
- You behave well, take good care of each other and enjoy coming to school.
- The adults in school take good care of you and teach you how to care for yourselves.
- The teaching is good in your school. Teachers help you all to learn well and have taught you how to judge how well you have achieved your tasks.
- You learn about lots of interesting things and help your teachers to plan your topics.
- You are very good at carrying out your jobs around the school and helping the school to make things better for you.
- Those in charge of the school run it well. They make sure that you have extra help if you need it and make sensible plans to make your school even better.

Your teachers are always looking for ways to help you learn even more. I have asked them to do two things to help you to learn even more quickly. I want them to give you more opportunities to decide for yourselves how to tackle your tasks by setting you challenges, sometimes with time limits, so that you use your skills to solve problems quickly. I am sure you can help by showing them how good you are at organising your own learning. I have also asked teachers to make it easier for you to learn your phonics.

I wish you all the very best for the future. Carry on enjoying your learning.

Yours sincerely

Judith Dawson
Lead inspector

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