

Ormesby Village Junior School

Inspection report

Unique Reference Number	120917
Local Authority	Norfolk
Inspection number	380133
Inspection dates	7–8 December 2011
Reporting inspector	Julie Winyard HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	Clive Sillitoe
Headteacher	Debra Whiting
Date of previous school inspection	8 June 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The team observed 12 lessons led by seven different teachers; meetings were held with parents and carers, groups of pupils, members of the governing body and staff. They observed the school's work, and looked at pupils' work, the school's data, curriculum documents, the school development plan and 97 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Attainment and progress in mathematics, especially of girls.
- The progress made by more-able pupils in English.
- The impact of provision on pupils' contribution to the community and their economic well-being.

Information about the school

Ormesby Junior School is smaller than average. Very few pupils are known to be eligible for free school meals, come from minority ethnic groups, or speak English as an additional language. A below average proportion of pupils are identified as having special educational needs and/or disabilities but an above average proportion have a statement of special educational needs. Pupil numbers have dropped over the last two years due to local authority reorganisation of how schools are designated. This has resulted in staff reductions. The school has Healthy Schools status and the following awards: Activemark, High Quality Physical Education, Sportsmark, FMSiS and Get Set 2012 Olympic Awards. The pupils have gained a considerable number of medals from the Royal College of Church Music.

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 strong leadership and a clear vision given by the headteacher ensure that all pupils receive a good education that prepares them well for the next stage in their education. The headteacher is well supported by a governing body that offers effective challenge as well as support. Safeguarding procedures are robust and meet requirements. The excellent opportunities for pupils to take part in musical and sporting events and the quality of musicianship observed during the inspection are particular strengths of the school, and pupils are frequently involved in concerts and performances in the wider community. The outstanding care, guidance and support provided by the school means that pupils whose circumstances may make them vulnerable and those with special educational needs and/or disabilities are well supported by a skilled team of support staff, enabling them to make good progress in their learning.

Good teaching and ambitious target-setting mean that pupils make good and sometimes outstanding progress from their individual starting points. The recently reorganised curriculum gives good breadth and pupils enjoy the opportunity to undertake sustained periods of learning on a theme. Pupils are proud of their work and are keen to talk about their learning; however, pupils' presentation is often untidy, especially in relation to handwriting, and pupils do not always have sufficient opportunities to produce extended writing. The recent introduction of target cards in literacy and mathematics means that work is now well matched to pupils' level of ability and they know what skills they need to develop to move to the next stage of their learning. Inconsistencies in the quality of teachers' written marking mean that pupils do not always know precisely why their work is good, or exactly what needs to be done to improve it further. They are not always given opportunities in lessons to make further improvements.

The school is well regarded in the local area and by the local authority. The headteacher's role as a local leader of education is helping to develop staff skills within the school, particularly of middle leaders, both in giving their support to other schools and through learning from them. The school has made good progress in meeting the key issues raised at the time of the last inspection, and its leaders have a good awareness of its strengths as well as how to improve the areas for development, although their self-evaluation is overly cautious in some areas. This, combined with the good leadership of the headteacher, supported by good governance, middle leadership and the good progress made by all groups of pupils, means the school has a good capacity for further improvement.

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What does the school need to do to improve further?

- Improve pupils' attainment and progress, particularly in writing, by ensuring that:
 - teachers' marking consistently explains precisely what is good about a piece of work and exactly what needs to be done to improve it
 - pupils are given time in lessons to make these improvements
 - presentation is neat, tidy and reflects the pride pupils take in their work
 - pupils are provided with a good range of planned opportunities for extended writing every term.

Outcomes for individuals and groups of pupils

2

Pupils typically make good progress in lessons because they are motivated and keen to learn. They concentrate and persevere with tasks set because they are clear about the purpose of these tasks. For example, during the inspection they really enjoyed writing letters to another headteacher, trying to persuade him to allow his pupils to organise a Christmas fair. They also respond well to their teachers' high expectations by behaving well in lessons, on the playground and around the school.

Pupils join the school with attainment that varies but is generally below average. Over the past three years, attainment in English and mathematics by the end of Year 6 has been broadly average but inconsistent in English, falling to significantly below average in 2010 and rising this year to be significantly above average. School data and the lessons observed show that a previous gap in attainment between boys and girls in mathematics has been addressed well and is narrowing rapidly, and more-able pupils are making progress in line with other groups. Pupils develop good teamwork skills and work cooperatively to solve problems. Their enthusiasm for this style of learning was evident when talking about a recent Christmas fair they had organised solely by themselves. This work is a good example of how the school gives purpose to learning. The project involved mathematics, literacy, art, and information and communication technology skills, and enabled pupils to raise money for future educational trips. This type of activity, coupled with their excellent attendance, means that pupils develop good skills to support their future economic well-being.

Pupils say they feel extremely safe in school and that adults care for them well. They say there is no bullying in the school. This view is echoed overwhelmingly by their parents and carers. The large number of clubs, both during and after school, to promote sporting activities, the high number of pupils involved, and the good take-up of healthy school meals ensure that pupils have an outstanding understanding of what it means to live healthily. Pupils make an outstanding contribution to the life of the school, undertaking many positions of responsibility as playleaders, librarians, sports captains, lunch monitors and music monitors. The school council is active and has been instrumental in improving playground facilities and organising charitable

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events. Concerts by the school orchestra, senior orchestra, a strings and chamber choir in many local venues, and even at the wedding of the headteacher’s daughter, ensure that the school is well respected within the wider community.

The quality of pupils’ cultural development is good. For example, a recent project on Tanzania enabled pupils to understand similarities as well as differences between their own and others’ lives. Pupils’ good spiritual, moral and social development is evident in the good relationships they have with each other, both in class and on the playground. They are very caring of those less fortunate than themselves.

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	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

The majority of teaching seen during the inspection was good. In typical lessons the pace of learning is brisk and teachers have high expectations of what all pupils can achieve. This drives pupils’ learning forward and generates great enjoyment, as seen in a Year 5 and 6 class where pupils designed their own mathematical investigations based on giant boxes of Jaffa Cakes. Resources including interactive whiteboards are used effectively in most lessons. Although pupils are given opportunities to talk to a partner about their learning, this was not a consistent feature of the lessons observed and sometimes teachers talked for too long. In these cases a few pupils lost concentration and did not participate fully.

Assessment information is detailed and teachers use it effectively to plan lessons that meet the needs of most learners. However, in a few lessons the more-able pupils

¹ 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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were not always sufficiently challenged. Pupils are confident to evaluate the work of their peers against success criteria or curriculum targets. This enables them to understand how to improve and provides incentive to do their best.

Middle leaders have worked hard to redesign the curriculum and ensure it is closely linked to pupils’ interests and experiences. Medium-term plans are detailed and weekly plans underpin these and give guidance on how to ensure work meets all pupils’ learning needs. Mathematics and English leaders have a clear understanding of how to improve attainment and progress in their subjects; there is currently less opportunity for other leaders to develop numeracy within their subject areas. The curriculum is enriched by a wide range of extra-curricular activities. Well-planned homework supplements and extends the curriculum. The specialist music teacher is instrumental in ensuring the outstanding quality of music within the school. Pupils’ singing and playing during assemblies are uplifting. Pupils have opportunities to take part in competitive events against other schools in a variety of areas and the school is successful in many competitions including, music, football, netball and chess.

Excellent monitoring procedures and effective partnerships with outside agencies and parents and carers mean that all pupils are known as individuals. Any change in circumstance or diagnosis of specific need is quickly communicated between parents and carers and teachers, so that carefully tailored support can be provided to meet their particular needs. This leads to very effective deployment of staff with specific skills within the classroom, ensuring that pupils who are vulnerable or have specific learning needs make good progress and are well integrated within the class setting.

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 headteacher has developed a clear direction for the school and has managed a period of considerable change effectively. There is a sustained drive to raise attainment and this ambition is shared by all the staff team. All groups of pupils make equally good progress and equality of opportunity is evident in all areas of the school. Teaching is monitored in a systematic and detailed way and there is evidence that teachers take on board the clear guidance given on how to improve. Regular pupil progress meetings allow teachers and senior leaders to reassess pupils’ individual targets and give additional challenge where this is needed. Staff meetings are used by all subject leaders to ensure staff are up to date with any new initiatives or training needs. Members of the governing body have a visible presence in the

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school, and visit on a regular basis. The records of these visits are fed back during governing body meetings. The Chair of the Governing Body holds the same position at the infant school, and this is allowing better liaison to be developed.

There are good partnerships with parents and carers, who feel welcome and well informed about their children’s progress. They are particularly pleased with the support given to pupils with special educational needs and/or disabilities and the way they are involved with their learning. Safeguarding procedures meet all requirements and training for staff is regular and up to date. The school has an excellent knowledge of its pupils and is proactive in ensuring vulnerable pupils are safe at school. In some instances the school has gone beyond reasonable expectations to ensure pupils can attend school safely and are included in all activities.

The changes in the curriculum have led to pupils having a better understanding of life in other parts of the world through projects and topics involving fair trade and farming. The recent cluster project on Tanzania gave pupils the opportunity to work alongside someone from Tanzania, thus getting first-hand experience. The school is in the process of developing links with a school in the United Kingdom that has a more diverse intake of pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
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

Views of parents and carers

The proportion of responses to the questionnaire was high and the level of parental satisfaction is above average in response to almost all the questions. The inspection supports the overwhelmingly positive views of parents and carers about how their children are kept safe in school and the way they are informed about their progress. The inspection team’s findings endorse the view that teaching is good and that their

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children are making good progress. Inspection evidence does not support the views of the very small minority of parents and carers who felt that unacceptable behaviour was not dealt with effectively.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ormesby Village Junior 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	57	41	42	0	0	0	0
The school keeps my child safe	56	58	41	42	0	0	0	0
The school informs me about my child’s progress	43	44	49	51	4	4	0	0
My child is making enough progress at this school	46	47	46	47	3	3	0	0
The teaching is good at this school	53	55	42	43	1	1	0	0
The school helps me to support my child’s learning	45	46	50	52	2	2	0	0
The school helps my child to have a healthy lifestyle	40	41	56	58	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)	36	37	54	56	4	4	0	0
The school meets my child’s particular needs	41	42	54	56	2	2	0	0
The school deals effectively with unacceptable behaviour	34	35	56	58	6	6	1	1
The school takes account of my suggestions and concerns	30	31	61	63	1	1	0	0
The school is led and managed effectively	44	45	50	52	1	1	0	0
Overall, I am happy with my child’s experience at this school	58	60	38	39	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



9 December 2011

Dear Pupils

Inspection of Ormesby Village Junior School, Great Yarmouth, NR29 3LA

Thank you all very much for the friendly, warm welcome you gave us when we visited your school recently. We had a chance to talk to quite a lot of you and we have told your teachers you were very helpful and polite. We agree with you that Ormesby Village Juniors is a good school. You clearly enjoy coming to school and we think your teachers take outstanding care of you and do the utmost to keep you safe. Your behaviour is good, and we were impressed with the way you take on responsibilities such as librarians, sports captains and play leaders. Your attendance is excellent so please keep this up.

You make good progress during the time you are in school, learning good skills for the future. You have interesting things to learn through the topics you cover, and you are good at using real-life situations such as your Christmas fair to create learning opportunities. Those of you who find learning difficult also make good progress because of the good support you receive. We think music at your school is excellent and we are very impressed with the way the orchestra and choir perform during assembly.

Everyone is trying to make the school even better, so we have asked your teachers to do the following, particularly to raise attainment and progress in writing:

- make sure your work is always neatly presented in your books
- give you more opportunity to produce longer pieces of writing
- mark your work so you really know and understand what is good and why, and what to do next to make it better
- give you time in lessons to follow up this advice to make improvements.

You can help by continuing to work hard and do your best at all times. With every good wish for your future lives.

Yours sincerely

Julie Winyard
Her Majesty's Inspector

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