

North Ormesby Primary Academy

James Street, Middlesbrough, North Yorkshire, TS3 6LB

Inspection dates 22–23 May 2013

| Overall effectiveness | Previous inspection: | Not previously inspected | |
|--------------------------------|----------------------|-----------------------------|----------|
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching is not consistently good because activities planned in lessons are not sufficiently challenging. They do not always meet pupils' needs or allow them time to be independent in their learning.
- Marking does not always give pupils guidance that helps them to improve or time to implement the changes. Pupils are also not always told how to be successful in lessons so that they can accelerate their own progress.
- Standards in English are not high enough. Pupils do not have sufficient opportunity to write for a purpose in other subjects. Their handwriting and presentation skills are also lacking.
- The school does not have a consistent approach to teaching phonics (sounds that letters make) to help to improve pupils' reading skills. Pupils' grammar, spelling and punctuation skills are below what is expected nationally.
- Leaders at all levels do not check on pupils' progress thoroughly when observing teaching and looking at pupils' work in books. Subject and middle leaders are not yet sufficiently skilled in their roles to support the headteacher in improving standards in English across the school or the quality of teaching.

The school has the following strengths

- Pupils get good support for their personal development, and their speaking and listening skills in the Early Years Foundation Stage.
- Pupils' behaviour is good and they are proud of their school. They enjoy coming to school and attendance has improved. Pupils are well mannered and work and play together well.
- Standards in mathematics have improved because teaching is improving. Standards in English are also showing signs of improvement because the school has focussed on improving this across the school.
- The school engages well with parents who welcome the workshops that the school provides to support their children's learning.
- The school works with a growing range of partners to support pupils' learning. The links with the Academies Enterprise Trust is providing good support and challenge to help the school improve.
- The headteacher provides strong and determined leadership that has improved standards in mathematics. The governing body is challenging and understands the urgency to improve teaching and standards in English.

Information about this inspection

- Inspectors observed 28 lessons or parts of lessons, of which one was observed jointly with the headteacher.
- Inspectors observed groups of pupils working with teaching assistants and specifically listened to Year 2 pupils read, and other year groups in lessons.
- Inspectors talked to a range of pupils, including the school council, about their work and play in school.
- Meetings were held with two governors as well as teaching staff, including senior and subject leaders. A discussion was held with a representative from the Academies Enterprise Trust.
- Inspectors were unable to take account of responses to the online questionnaire (Parent View) when planning the inspection, as there were insufficient responses. They did consider parental and pupil surveys completed by the school.
- Inspectors observed the overall work of the school and studied a number of documents including the school's data about pupils' current progress. They also studied documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors looked at a range of other evidence including school displays, its website and work representing the school's wider achievements beyond the classroom.

Inspection team

David Shearsmith Lead inspector

Additional Inspector

John Pattinson

Additional Inspector

Full report

Information about this school

- The school is smaller in size than an average-sized primary school.
- A well above average proportion of pupils are known to be eligible for the pupil premium, which is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- A below average proportion of pupils are supported at school action. An average proportion of pupils are supported at school action plus or have a statement of special educational needs.
- The school has a below average but increasing proportion of pupils from ethnic groups, including those who speak English as an additional language.
- A high number of pupils leave or enter the school at different times throughout the year and for varying periods of time.
- The school has experienced significant changes in staffing over the last two years.
- The school has achieved the Link into Languages and Sports Active Mark awards.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The Early Years Foundation Stage is taught as a unit with a Nursery and two Reception classrooms.
- North Ormesby Primary Academy converted to become an academy on 1 October 2012. When its predecessor school, North Ormesby Primary School, was last inspected by Ofsted it was judged to be good overall.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good by:
 - planning activities that are suitably challenging and meet pupils' needs effectively in all lessons
 - ensuring that pupils know how to be successful in all lessons, so they can assess their own learning and make better progress
 - making sure that marking gives pupils clear points for improvement and then time to respond
 - improving the use of time in lessons so pupils have more occasions to learn independently and work at a faster pace.
- Improve standards in English by:
 - providing more opportunities for pupils to write for a purpose in other subjects
 - ensuring that there is a more consistent approach to teaching phonics, so that pupils can use the skills they have acquired to improve their ability to read
 - linking the teaching of reading and writing together so that pupils develop a better understanding of grammar, punctuation and spelling
 - improving pupils' handwriting and presentation skills so they become more efficient and able to produce work of a higher standard.

- Improve the impact of leadership and management by:
 - ensuring at all levels of leadership there is a greater focus on checking pupils' progress when looking at teaching and work in pupils' books
 - developing the skills of middle and subject leaders so that they can more effectively support improvements to standards in English and the quality of teaching.

Inspection judgements

The achievement of pupils

requires improvement

- Standards in English are not high enough. They are lower overall than they are in mathematics. Phonics is not taught consistently well enough across the school to improve pupils' reading skills. There are insufficient opportunities for pupils to write in other subjects. Pupils' understanding of spelling, grammar and punctuation are not sufficiently well developed through reading and writing; nor are their handwriting and presentation skills. Consequently, pupils do not reach high enough standards.
- Children enter the school with skills that are well below what is typical for their age with significant weaknesses in their reading, writing and personal development skills. They make expected progress overall across the Early Years Foundation Stage. They make better progress with personal development and speaking and listening skills and settle well into learning.
- Pupils make expected progress across Key Stage 1 to reach standards that are well below average but this is showing signs of improvement. Progress in mathematics has improved at a faster rate than reading and writing and is close to the national average. Standards in reading and writing still remain lower than the national average.
- Pupils continue to make expected progress across Key Stage 2. They reach standards that are well below average overall, but this is showing signs of improvement. Progress in mathematics is good. By the time pupils leave in Year 6, standards in mathematics and writing are below average. Both reading and writing are improving, but standards in reading are still well below average.
- Although the school did not meet government floor standards last year, over the last three years they have met the required standard. A high number of pupils leave or enter the school at different times throughout the year and stay for varying periods of time. This has impacted on standards reached by pupils, particularly in 2012. The school's current data shows that Year 6 pupils are now on track to reach the required standard.
- The school has adopted a systematic approach to teaching phonics, but this has not sufficiently improved pupils' reading skills. Consequently, in the national Year 1 phonics test pupils scored below the national average.
- Pupils known to be entitled to the pupil premium, including those known to be eligible for free school meals, also make the progress expected of them, bearing in mind their very low starting points. Standards are below what is expected of similar pupils nationally although standards are higher in mathematics than they are in English. The gap between pupils known to be eligible for free school meals and those who are not is closing, particularly in mathematics. This reflects the school's commitment to providing an equal opportunity for every pupil.
- Disabled pupils and those with special educational needs make good progress overall. They reach standards that are below what is typical for their age. Due to pupils who join or leave at differing times in the school year, the proportion of pupils identified as having specific needs is higher than seen in the school's national data.

The quality of teaching

requires improvement

- Teachers do not plan activities that are sufficiently challenging and meet all pupils' needs in lessons. Time is not always used effectively so pupils do not have enough time to work independently or at a faster pace. Pupils also do not always know how to be successful in lessons so they can accelerate their own learning and progress. Consequently, teaching requires improvement.
- Although most teachers mark pupils' work diligently, marking does not always give sufficient guidance on how to improve. Pupils are not given time to improve their work so they can produce better quality work. Where some teachers give better guidance, pupils have been making better progress, particularly in Years 5 and 6.

- Where teachers give clear information about how to be successful in lessons, pupils make better progress. In a writing lesson in Year 2, about rhyming couplets, the teacher ensured pupils knew how to be successful. She also used time well and the pace of learning was good. As a result pupils made good progress in their learning. In some lessons this is not the case and pupils do not make the same level of progress.
- Where teachers allow pupils to be more independent in their learning, pupils make good progress with their understanding. In a Year 5/6 mathematics lesson, pupils were investigating odd and even numbers. They made great strides in their learning as they were allowed to work at a faster pace. The teacher skilfully managed the investigation and pupils made accelerated progress.
- Pupils' learning needs are not always well met in some lessons. In a range of guided reading sessions, work was not sufficiently well matched to pupils' needs nor sufficiently challenging enough for them to reach a higher standard in their reading. In a Year 1 class, reading activities were structured to meet pupils' needs more effectively and provided appropriate challenge. As a result pupils made good progress.
- Where teaching assistants fully engage in the lessons, they provide good support to pupils' learning and progress. Where teaching assistants work with groups or individuals with specific needs outside lessons, pupils also make good progress.

■ The behaviour and safety of pupils are good

- Pupils behave well and really enjoy coming to school. The school has a good range of strategies for improving attendance. Consequently, attendance has improved and is now broadly average. Pupils are now more punctual although this still remains a challenge for the school.
- Pupils have a good understanding of how to keep safe. The school is committed to ensuring that pupils continue to know how to keep safe by having access to a range of expertise through visits and visitors to the school.
- The school's curriculum promotes pupils' personal development well. The school ensures that there are planned opportunities for pupils to work together and develop skills that will promote their health and well-being. The school's use of qualified coaches to support pupils' sporting activities has been particularly successful in encouraging pupils to work together and take part in physical activity.
- Pupils say that bullying is rare. The school ensures everyone understands how to relate well to each other. Pupils said that if they have problems with each other they are confident staff members will help them sort it out.
- The school provides a haven for pupils to learn in. Relationships are strong and everyone works hard in this harmonious school community. Pupils engage well in lessons even when the pace of learning slows. They are keen to learn and participate well.
- Children's personal development is weak on entry to the school and the Early Years Foundation Stage is particularly effective in settling them into the school and ensuring they are ready for learning.
- The school has a strong commitment to pupils' spiritual, moral, social and cultural development. They have access to a range of cultural experiences and have strong links with the local community including the local church.

The leadership and management requires improvement

- Teaching has not improved fast enough. Although leaders have acted to improve teaching, some have not been in post long enough. As a result they have not gained the skills needed to bring about a rise in standards in English or in the quality of teaching. The headteacher is determined to improve teaching and raise standards. She is now supported by a developing leadership team and a more-stable staff who are keen for pupils to achieve well. They have improved standards

in mathematics. Teaching is now improving and standards in English are now rising.

- The school regularly checks on its progress. It has realised that it needs to do this more often in order to accelerate pupils' progress. Leaders do not always measure pupils' progress when checking pupils' work in books or when observing teaching. Consequently, teachers do not get sufficient focussed feedback to rapidly improve their own performance. Teachers are appropriately rewarded for their endeavours as leaders and teachers.
- Key areas for improvement have been identified through the rigorous use of data. The school knows itself well and has identified English and the quality of teaching as requiring improvement. Plans are already in place to improve these areas. Performance management and training are being used effectively to raise standards and improve the quality of teaching.
- The school is keen to ensure that all pupils achieve well. It is aware that some groups are not performing as well as they could despite a commitment to equality of opportunity for all pupils.
- The school's curriculum provides good support to pupils' personal development. Pupils also get a wide range of opportunities to improve their understanding of the immediate and wider world through visits and visitors.
- Pupils work well together in groups and as partners. They have a good understanding of their own and other cultures. They participate in activities that promote their understanding and enjoyment of art and music. As a result pupils' spiritual, moral, social and cultural development is a growing strength of the school.
- Effective engagement with parents supports pupils' learning and progress. Regular workshops and strategies to involve parents in the life of the school ensure they can support their children in their learning.
- The school has a good and developing range of partners that contribute to pupils' overall development. Links with local schools that are part of the academy trust are strengthening the school's ability to support improving pupils' achievement overall.
- The Academies Enterprise Trust provides good support and challenge to the school.
- The school pays due regard to safeguarding and the school's safeguarding procedures meet requirements.
- **The governance of the school:**
 - Governors are very challenging but supportive because they know their school well. They are trained appropriately and meet their statutory requirements as an academy. Governors know about the school's tracking system and national data. They are very aware of the school's need to improve. They are proactive in ensuring that the school moves forward more rapidly. Governors hold the headteacher to account and ensure that staff are rewarded appropriately. They have strengthened the school's leadership but are aware that these staff members need to develop their skills further. The school's finances are well managed and they have a good understanding of how the pupil premium is spent.

What inspection judgements mean

| School | | |
|---------|----------------------|--|
| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 138854 |
| Local authority | Middlesbrough |
| Inspection number | 411723 |

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

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| Type of school | Academy converter |
| School category | Non-maintained |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 236 |
| Appropriate authority | The governing body |
| Chair | Carolyn Halpin |
| Headteacher | Christine Kemp–Hall |
| Date of previous school inspection | 17 March 2010 |
| Telephone number | 01642 247985 |
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