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9 October 2013

Mrs Christine Kemp-Hall  
Principal  
North Ormesby Primary Academy  
James Street  
Middlesbrough  
North Yorkshire  
TS3 6LB

Dear Mrs Kemp-Hall

### **Requires improvement: monitoring inspection visit to North Ormesby Primary Academy, Middlesbrough**

Following my visit to your academy on 8 October 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in May 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to:

- ensure that leaders with responsibility for curriculum areas other than English and mathematics further develop their skills in monitoring and evaluating the academy's improvement work.

### **Evidence**

During the inspection, meetings were held with the Principal, senior leaders, the vice-chair of the governing body and a representative from the sponsor, Academies Enterprise Trust. A telephone discussion also took place with a member of the governing body. The inspector briefly visited all lessons. A number of documents including records of monitoring activities and the academy's improvement plans were also evaluated.

## **Context**

Since the previous inspection, four teachers, including two newly qualified teachers and a phase leader, have joined the academy.

## **Main findings**

Since the previous inspection, the Principal has worked swiftly to tackle the improvement agenda. Staffing is now stable and senior leaders also have a secure understanding of their role and their accountability for improvement within their area of responsibility.

Effective procedures to monitor and evaluate all aspects of the academy's work have been introduced. Actions to date include: formal lesson observations and informal lesson visits; focused scrutiny of pupils' workbooks and teachers' planning; focused discussions with targeted pupils; and regular meetings between leaders and teachers to discuss pupils' progress. All aspects of the academy's monitoring work are linked to the Teachers' Standards and appraisal procedures. This strategic approach is already providing the academy with key evidence on improvements in achievement across the school and also in classroom practice. Senior leaders have a growing involvement in this work. The academy is aware, however, that there is now scope to develop further the leadership skills of those with subject responsibilities, other than in English and mathematics.

Further actions to support the academy's improvement work also include: a timetable review to ensure a sharper focus on phonics; the introduction of a new workbook marking policy to better support pupils' understanding of how to improve further; and a full review of the role of the special needs co-ordinator to ensure a sharper focus on pupils' achievement. The academy's tracking system has also been revised so that leaders are better able to monitor the achievement of the significant number of pupils who join and leave the academy other than at the usual times.

The academy's improvement plan is sharply focused on the key improvement priorities and sets out precisely what the expectations are in all areas to indicate success over time. The 'key stage' action plans are fully in line with the improvement plan. Professional development opportunities for staff are closely linked to the academy's priorities.

The governing body continues to effectively monitor and challenge the academy's work. A further review of how pupils' achievement information is presented to governors is currently underway.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

Academy leaders and the governing body value the work of the sponsor. The academy has benefited from the regular visits from the sponsor representative, a number of professional development opportunities, tailored consultant support and the sponsor partnership

arrangements, particularly with a local primary academy. It is too early to measure the impact of this provision on the academy's improvement work.

I am copying this letter to the Chair of the Governing Body, the Department for Education Academies Advisers Unit and Director of Children's Services for Middlesbrough.

Yours sincerely

Angela Headon

**Her Majesty's Inspector**