

Ormesby Primary School

Henry Taylor Court, Ormesby, Middlesbrough, Cleveland, TS7 9AB

Inspection dates 25–26 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders, including governors, make sure teaching is good so that all pupils achieve well.
- The senior leadership team is highly ambitious for the school and is determined to raise further the attainment of all pupils. Recent actions have ensured that achievement is now good, and improving.
- Senior and middle leaders carry out their roles very effectively, providing a sound basis for reviewing the quality of the school's work and planning for the next steps. All adults work together as part of a strong team.
- The governing body is extremely well informed and knows the school inside out. It effectively holds the school to account, whilst remaining highly supportive.
- Children in the Nursery and Reception classes make a good start in their reading, writing and understanding of number. They quickly develop skills that allow them to work and play together confidently and independently both inside and outside.
- Pupils' progress from their starting points is now at least good in every year group, including those who are disadvantaged pupils and those with special educational needs or who are disabled. Progress is starting to accelerate more quickly following a dip last year.
- Teaching is now consistently good; pupils learn quickly and enjoy their lessons. Teachers apply their high expectations to all subjects, allowing pupils to use their skills in reading, writing and mathematics in a variety of subjects. Teaching assistants are skilled in supporting learning in the classroom.
- Pupils' behaviour is good. Adults' expectations of pupils' attitudes to learning and behaviour is high, and results in high levels of trust and respect between pupils and towards all adults.
- Pupils feel very safe, and their attendance has recently improved and is now average. They are usually eager to learn, and are very proud of their school.

It is not yet an outstanding school because

- The rates of progress made by pupils and their standards of attainment over time have not yet been consistently high enough across all year groups in school.
- The work set is not always hard enough, especially for the most able pupils. Occasionally, the pace of some lessons results in some pupils losing concentration, and the quality of marking is not consistently high enough in all subjects.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons, including one joint observation with the headteacher and one joint observation with the deputy headteacher. In addition, inspectors listened to some pupils read and reviewed a sample of their written work alongside the headteacher.
- Inspectors held meetings with different groups of people involved with the school. These included pupils, members of the governing body, the headteacher, senior and middle leaders, other members of the teaching staff, parents and a representative of the local authority.
- Fifty responses of parents to the Ofsted on-line questionnaire (Parent View), the school’s own surveys for parents and the inspection questionnaire completed by 29 members of the school’s staff were examined. The school’s informative website was reviewed.
- Inspectors viewed a range of documents including information on pupils’ achievement, the school’s data on pupils’ current and recent progress, documents relating to safeguarding, and records of behaviour and attendance.

Inspection team

Philip Scott, Lead inspector	Additional Inspector
Patrick Hargreaves	Additional Inspector
Steven Goldsmith	Additional Inspector

Full report

Information about this school

- Ormesby Primary is a larger than average sized primary school.
- Most pupils are from White British backgrounds, and the number from minority ethnic backgrounds is very low. All pupils speak English.
- The proportion of pupils supported through school action is well below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also well below average.
- The proportion of pupils known to be disadvantaged is slightly above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school has achieved a number of awards, such as the enhanced Healthy School status, Activemark and the Eco-Schools Silver Award.

What does the school need to do to improve further?

- Further improve the quality of teaching so that standards of attainment and the rates of progress pupils make in their learning are consistently outstanding by:
 - providing even more challenging work for pupils, especially for the most able
 - ensuring that the pace of all lessons enables pupils to remain engaged in their learning and maintain their concentration for longer
 - regularly checking that all teachers mark work in all subjects to the consistently high standard seen in English.

Inspection judgements

The leadership and management are good

- The headteacher and deputy headteacher provide excellent leadership and are held in high regard by the whole-school community. They have worked hard to develop an extremely effective whole-school team that supports and encourages each member to constantly improve, and provide consistently high-quality teaching and guidance for all pupils. Staff trust each other, and are empowered to take the lead in their own area of work. Staff morale is high, and summed up by one teacher who wrote that 'it is an honour to work at this school'.
- The senior team have developed an accurate and realistic picture of what the school already does well, a well thought through prioritisation of actions, and a clear identification of areas in which it still needs to improve. They communicate a sense of drive and urgency to move change forward at an even more rapid pace, and are ambitious to see success for all pupils.
- Senior and middle leaders carry out their duties meticulously, and have a secure and accurate understanding of the strengths and aspects for development in teaching and learning across the school. This has been achieved through frequent procedures to check the quality of teaching and learning through formal and informal observations, scrutiny of assessment data, discussions with teachers and analysis of work in books.
- The performance of staff is well managed. Staff have challenging objectives for their own professional improvement linked closely to the progress made by pupils. The schools' use of appropriate training matched to the needs of the school as well as individuals' own needs has been successful.
- A number of strengths in leadership and management are as a result of recent improvements following a dip in pupils' performance in 2013. As such, they have not yet had sufficient time to make a significant impact on the numbers of pupils reaching the higher levels of attainment or the numbers making consistently outstanding progress.
- Pupils benefit from a lively, well-planned curriculum which is currently being reviewed in light of the new National Curriculum and is now starting to develop pupils' understanding and appreciation of British values. Topics contribute to pupils' eagerness to learn, and have a clear focus on pupils' academic, physical and creative development. Opportunities to work together, demonstrate empathy, foster curiosity and imagination, and celebrate their own and others' successes support pupils' good spiritual, moral, social and cultural development.
- The views of all pupils are valued and nurtured, so all feel special. Discrimination of any kind is not tolerated and all pupils have equality of opportunity to succeed.
- The school works well with parents and holds regular information and feedback meetings. Parents are overwhelmingly supportive and positive about the school, one parent writing that her child is 'welcomed every day to a lovely, caring and friendly environment'.
- Rigorous financial monitoring and evaluation ensures the funds received by the school are well used, including the pupil premium. Leaders and managers, including the governing body, have worked hard to maintain the school's secure financial position.
- The new primary school sport funding is used very well to increase teachers' expertise and provide a wider range of sporting opportunities and after-school clubs, such as Bikeability, badminton, gymnastics, hockey, cricket, tennis, athletics and surfing, as well as subsidising activities, such as skiing and a residential Adventure Centre trip. The school effectively enables pupils to develop healthier lifestyles and better physical well-being.
- Safeguarding policies and procedures fully meet requirements. Record keeping and behaviour logs are exemplary, and show that staff and governor training is up to date.
- The school uses partnership working with the local cluster of schools in Redcar and Cleveland extremely well, especially with a nearby outstanding primary school. The local authority has been very supportive of the school and knows it well, and has a successful track record of signposting the school to appropriate training and partners.
- **The governance of the school:**
 - Governors are very well informed and know the school extremely well. They have the skills and expertise to challenge and support the leaders appropriately, and ask searching questions. Governors make a meaningful contribution to the way in which leaders check on the effectiveness of the school's performance and help to set areas for development. They are fully involved in strategic planning, both in the short and longer term, and take part in the day-to-day life of the school.
 - Governors have an accurate view of the quality of teaching in the school, and how this impacts on pupils' performance. They know how well different groups of pupils achieve, including disadvantaged

pupils. Governors have exercised quality financial monitoring, and check that teachers' salary increases link to their performance.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Staff set high standards to which pupils respond, showing high levels of respect and friendliness to adults, visitors and their classmates. This ensures a happy, welcoming and harmonious school that is committed to succeed, and has a very positive effect on the rate at which pupils learn. Pupils are enormously supportive of the school and enjoy their education, stating that 'teachers make it fun!'
- Pupils typically behave very well in the playground, in the dining hall, around school and in the classroom. They are polite and courteous to one another, to adults and to visitors. They know how to look after each other and are able to listen to each other and take turns. They move around the school impeccably, arriving and leaving assembly without a fuss or a noise, showing excellent manners.
- Meticulously kept records show that minor incidents of poor behaviour involving a very small number of pupils are dealt with swiftly and effectively, and demonstrate how the school tracks the issues faced by individual pupils and puts into place effective strategies to support them. The school's own questionnaire and evidence from questionnaires from the inspection show that parents think pupils behave very well and are kept safe at school.
- Pupils have a clear understanding of the school's systems to manage behaviour, and are aware of the different types of bullying they might encounter. They are confident that should any bullying occur, it would quickly be resolved by staff and stated that 'we treat each other well'.
- Pupils' attitudes to learning are good across school, but very occasionally a few pupils can become disengaged from learning and lose concentration when teaching is not of a high enough standard, the pace of learning slows or pupils find work too easy.
- The school's work to keep pupils safe and secure is outstanding, and is typified by the school's driving vision to ensure the best possible outcomes for every child. This is typified by the moral from the 'Starfish Thrower' of the crucial importance of making a difference, even if for only one person. Pupils report that they feel very safe in school, and know how to stay safe out of school. They appreciate the range of visitors to school, the information they receive in assemblies and in lessons such as topics on e-safety, the systems they have to remain an environmentally friendly school, and the rewards associated with the behaviour system.
- The school has recently worked hard on a range of strategies to ensure pupils attend regularly and are on time, which has resulted in much improved attendance.

The quality of teaching is good

- Teaching is consistently good across the school. Teachers have high expectations of what pupils can achieve, and ensure that the pace of learning and level of challenge usually enables pupils to concentrate and be fully involved in learning. However, this is not yet consistently the case for all teaching, which has resulted in pupils' rates of progress and the standards they reach not being consistently high enough over time.
- Imaginative strategies and exciting resources are often used to capture pupils' interest, such as when teachers use a novel as the basis for a piece of English work, such as describing Roald Dahl's Mr and Mrs Twit's sitting room in Year 2, or writing a diary entry in the role of Stig from 'Stig of the Dump' in Year 3. Pupils clearly enjoyed and were motivated by the tasks associated with familiar characters, and remained engaged and enthusiastic throughout the lesson.
- Pupils benefit from teachers' good subject knowledge. This was exemplified during a Year 6 activity where pupils were able to draw on what they had learned about the properties of light in science to make and use a periscope, with most pupils able to explain how it worked.
- Pupils' progress is continually checked, providing an accurate picture of what pupils know, can do, and their next steps in learning. Marking of work is thorough and regular, and is of a consistently high standard in English books across school where detailed comments and feedback for pupils shows clearly what a pupil has done well, and how to take the next steps to improve. This high standard of marking does not yet appear with enough consistency in mathematics books or other subjects across the curriculum.
- Teachers insist on high standards of behaviour and manage their classes extremely well, using the

school's agreed 'stepped' approach to behaviour. This establishes a learning atmosphere conducive to good learning because pupils are keen to succeed by working hard. Levels of trust are high; pupils listen attentively to adults and each other, and their spiritual, moral and social development is promoted well.

- Teachers' planning, observations in lessons and work in pupils' books, show that most of the work undertaken by pupils successfully matches their ability and moves their learning forward. On occasions, the work given or the ways in which they tackle it is not challenging enough, especially for the most able pupils.
- Teachers and teaching assistants work very well together, and give timely and constructive advice to pupils, including disabled pupils or those with special educational needs. This ensures that pupils have the support and challenge that they need to make good progress. Pupils appreciate this support, and report that they enjoy learning and that teachers make lessons fun. Parents feel that their children are taught very well.

The achievement of pupils **is good**

- Pupils start Key Stage 1 with skills that are broadly typical for their age, and teachers ensure that the vast majority of pupils now make at least good progress from their individual starting points as they move through the school. School data shows that standards in reading, writing and mathematics at the end of Key Stage 1 in 2014 are broadly the same as the previous year and remain good. In Key Stage 2, the school has reversed the dip from 2013, and standards are now just above average.
- In Key Stage 1, pupils are making good progress in their knowledge of letters and the sounds that they make, and as a result, standards are rising. Pupils are able to use their imaginations to write creatively, such as was observed by some excellent descriptive sentences to describe 'Winnie the Witch' by a Year 1 class.
- Pupils in Key Stage 2 are now making good and more rapid progress because of consistently good teaching, high expectations, high-quality marking of English work and pupils' good attitudes to their learning. The school's own recent assessment information and work in pupils' books indicates that standards are rising, and are broadly average in reading, writing and mathematics.
- Attainment in writing is not yet as high as in reading or mathematics, but is rising. Reading is taught effectively across the school, basic skills reinforced and practiced regularly. Older pupils are developing their fluency and understanding of what they are reading when reading for pleasure or researching in other subjects.
- In mathematics, basic skills are taught well, such as in a Year 6 lesson in which pupils were practising dividing a three digit number by a two digit number by 'chunking'. Across the school, teachers make sure pupils have the opportunity to use and develop their basic numeracy skills in a range of other subjects.
- All groups of pupils make similarly good progress across the school. However, the progress made by some pupils is not as fast as it could be because the work set is sometimes not challenging enough, especially for some of the most able pupils. As a result, their progress is good, but not yet outstanding.
- Early identification of pupils who are at risk of falling behind enables the school to make effective provision for the very small number of disabled pupils and those with special educational needs. They make good progress because they are given activities well matched to their individual abilities and needs. The school's commitment to providing equality of opportunity is excellent.
- The gap between the attainment of disadvantaged pupils and their peers in school and other pupils nationally has significantly narrowed since 2013. In 2014, pupils in Year 6 were just one term behind in reading and mathematics, and nearly two terms behind in writing compared to their classmates and pupils nationally; the gap in other year groups was much narrower. The gap has narrowed and is continuing to do so because the school uses the pupil premium funding extremely well to support individuals and groups of pupils in a variety of ways, assessing and changing the support regularly. All groups of pupils now make equally good progress.

The early years provision **is good**

- Children start in the nursery with levels of knowledge and skills that are below those expected for their age. As a result of good provision and teaching, the majority of children leave the Reception class with skills slightly below that which could be expected for their age, but standards are rising.
- Supportive relationships between adults and children help develop confidence and a positive attitude to learning. During the inspection, children shared equipment and talked confidently to each other.

- Teaching is good. Activities are organised so that there is an effective balance of adult-led and child-initiated activities for children to explore for themselves and practise the skills they learn as they play. Adults rigorously track the progress children make and use this information to plan future activities that will build on children's knowledge and skills.
- Interactions between adults and children are excellent. A range of thoughtful questioning was observed as adults played alongside children, supporting and extending their learning. As a result, behaviour is good because they are interested and challenged.
- Children's basic skills in reading, writing and mathematics are developed and supported. Children enthusiastically recounted the story of the Brown Bear, whilst others were counting cubes into dishes.
- All groups of pupils make good progress in the early years. Disabled pupils and those with special educational needs are well supported. Any specific needs are quickly identified and individual or group activities make sure that the needs are met. Links between home and school are excellent, and a meaningful learning partnership is forged which carries on throughout a child's time at Ormesby.
- The leadership and management of early years is good. The early years leader knows the strengths and weaknesses of the provision, and has well-thought-through plans for improvement. The provision is checked regularly to make sure children are safe, and staff are well trained.

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

Unique reference number	111629
Local authority	Redcar and Cleveland
Inspection number	449149

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	403
Appropriate authority	The governing body
Chair	Steve Elliott
Headteacher	Tracy Clarvis
Date of previous school inspection	9 December 2010
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