

# North Ormesby Primary Academy

James Street, Middlesbrough, North Yorkshire, TS3 6LB

**Inspection dates** 19–20 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The leadership of the principal is inspirational. She has built a team of leaders, teachers and support staff who share her enthusiasm, dedication and determination.
- All leaders, including governors, are creative in their approach and are unafraid to take measured risks to make sure the academy has continually improved. They have created a culture where everyone loves to learn.
- As a result of the actions of leaders, the quality of teaching has improved and is outstanding. Pupils are making rapid progress and standards have risen dramatically since the previous inspection, particularly in reading.
- The academy's use of information and communication technology is exceptional and permeates all of its work. It is used effectively to help improve teaching, communicate with parents and extend pupils' opportunities to learn at home. Pupils' information and communication skills are outstanding as a result.
- The quality of teaching is outstanding. Teachers have high expectations and provide stimulating activities that engage pupils so that they make rapid progress in a wide range of subjects.
- Pupils make outstanding progress from their starting points in reading, writing and mathematics.
- Attainment has improved over time so that pupils reach standards that are above average in reading by the end of Year 6. Standards in writing and mathematics have also improved, but are currently average rather than above average.
- Children make outstanding progress in all areas of learning in the early years. This means that the vast majority of children gain the skills they need in reading, writing and mathematics in order to make a good start in Year 1. In addition, children in the Reception class are learning to speak French.
- Pupils' behaviour is exemplary. Pupils not only take increasing responsibility for their own behaviour, but are extremely thoughtful and caring towards one another. They enjoy the very many opportunities they have to develop their social skills, for example as members of the school council or prefects who help younger children. Year 6 pupils are proud ambassadors of the academy.
- The academy's work to keep pupils safe is outstanding. As a result, pupils feel safe and know how to keep themselves safe.
- Communication with parents is exceptional. Parents have absolute confidence in the work of the academy.

## Information about this inspection

- Inspectors observed lessons and checked the quality of pupils’ work. Some of these activities were carried out jointly with the vice-principal.
- Inspectors talked to pupils at break and dinner times, and listened to others in Years 1, 2 and 6 read.
- Eleven parents responded to the online questionnaire, Parent View, and inspectors took these views into account. Inspectors also spoke to parents during the inspection and looked at the academy’s own survey of parents’ views.
- Inspectors met with senior and middle leaders, teachers, teaching assistants, the Chair of Governing Body and a director from the Trust.
- They examined the academy’s improvement plan and records of pupils’ achievement, as well as records of the quality of teaching, pupils’ behaviour and safeguarding.
- Twenty staff submitted their views via a questionnaire and inspectors took these into account.

## Inspection team

Christine Cottam, Lead inspector

Additional Inspector

Geoffrey Dorrity

Additional Inspector

## Full report

### Information about this academy

- North Ormesby Primary Academy is smaller than the average-sized primary school.
- North Ormesby is a member of Academy Enterprise Trust. The trust is governed by a board of directors. North Ormesby Primary Academy has its own governing body.
- The proportion of disadvantaged pupils, those known to be eligible for the pupil premium, is much higher than the national average. (The pupil premium is additional funding the school receives for those pupils who are known to be eligible for free school meals, and those children who are looked after by the local authority.)
- The proportion of pupils who join or leave the academy partway through the academic year is much higher than usually found because some families are housed in the area near the academy on a temporary basis.
- The vast majority of pupils are of White British heritage and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is similar to that found nationally.
- Early years provision is part time in the Nursery and full time in the Reception Year.
- The academy meets the government's current floor standards, which set out the minimum expectations for attainment and progress in reading, writing and mathematics at the end of Year 6.
- The principal is currently providing leadership support for The Greenway School in Hull.
- The academy has recently gained an 'Achievement for All' quality mark.

### What does the school need to do to improve further?

- Raise standards in writing and mathematics so that they are above average by the end of Year 6 by:
  - ensuring that the recent improvements in the mathematics curriculum help all pupils to reach the highest possible standards
  - maintaining the outstanding progress currently seen across the school.

## Inspection judgements

### The leadership and management are outstanding

- Leaders at all levels, including governors, have the highest aspirations for the pupils and the community they serve. They are unrelenting in their ambitious approach to ensuring pupils behave very well, have the very best experiences and the highest quality of teaching. Leaders have successfully driven up standards year-on-year.
- Only two years ago the academy required improvement. Since then, leaders have secured the improvements needed to ensure early years provision, teaching, behaviour, safety and achievement are all outstanding. This shows that leaders have a very strong capacity to continue to improve.
- Leaders are unafraid to take risks and use creative approaches. For example, they use information and communication technology to record lessons and then sit with groups of teachers and teaching assistants to discuss the effectiveness of their teaching. This is playing a crucial role in ensuring teaching improves.
- Leaders also check the quality of teaching using a wide range of other methods such as checking achievement data and the quality of work in pupils' books. Staff are given detailed written feedback which helps them to improve their performance.
- Leaders identify and nurture the potential they see in their staff. One example of this is the early years leader who was originally a nursery nurse in the school and is now one of the team of outstanding middle leaders employed by the academy.
- Teachers and teaching assistants are only awarded pay rises if the pupils they teach make good or better progress.
- Parents have high levels of confidence in the work of the academy. All of the parents who responded to Parent View and those spoken to during the inspection say they would recommend the academy to another parent. The academy goes the extra mile to involve parents. For example, when pupils have been particularly successful, their parents receive a personal invitation and a text message to come into the academy to see their work.
- The school has an outstanding commitment to promoting equality of opportunity, fostering good relations and tackling discrimination.
- The curriculum is inspiring. Pupils are taught a broad range of subjects within interesting topics involving visits out and visitors in. In addition to this, provision for pupils' spiritual, moral, social and cultural development is outstanding. Pupils have an excellent knowledge of British values, such as democracy which they studied during the recent general election. As a result, by the time pupils leave the academy they are ambitious, caring, hard-working and knowledgeable young people, ready for the transition to secondary school. Consequently, students are very well equipped with skills and attitudes that will serve them well in later life.
- The primary physical education and sport premium has been used effectively to increase the number of pupils taking part in sport. Sports coaches are employed every lunchtime to make sure there are opportunities for all pupils to stay fit and healthy. Year 3 pupils are currently having daily swimming lessons to make sure they all learn to swim. Pupil premium funding is also used well to improve provision and outcomes for eligible pupils.
- The Trust provides excellent challenge for school leaders. A director from the Trust regularly checks the work of the academy in order to provide any support that may be needed.
- The academy's arrangements for safeguarding pupils are excellent. Leaders keep meticulous records and are extremely vigilant about the safety and well-being of particularly vulnerable pupils.
- **The governance of the academy:**
  - Governors share the passion and commitment of other leaders in the academy. Governors have a range of skills which are used to support and challenge leaders appropriately. Governors keep the academy on its toes.
  - Governors have an extremely accurate view of the strengths and weaknesses of the academy. This is because they make it clear to school leaders what they need to know and do not rest until they get the information they require. As a result, they have an excellent understanding of the data about pupils' achievement. This helps them to target finances where they are needed most in order to support the most important priorities.
  - Governors manage all finances, including the pupil-premium grant, extremely carefully. They know exactly how finances are spent and whether they are making a difference to the pupils who need most support.
  - Governors have a detailed understanding of the quality of teaching. They review the pay of all staff very carefully and only reward performance that is good enough. They make it clear that underperformance

is unacceptable.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils' attitudes to learning are exemplary. Pupils listen attentively to adults and other pupils when they are speaking, and enjoy the challenging work they are set. Pupils are polite, happy and helpful.
- Pupils thrive in an atmosphere where there are high levels of mutual respect between pupils and adults. All adults in the academy expect the highest standards of behaviour. There is no reliance on reward systems; instead pupils are expected to develop an intrinsic desire to behave and learn well. They do this by looking up to the academy mascot 'TIM', who is the perfect pupil. Pupils constantly try to copy his positive attitudes, resilience and determination. This imaginative approach to behaviour management is extremely successful.
- Pupils have extensive opportunities to develop their social skills by helping one another, working together in lessons, and taking on wider responsibilities. Some pupils are academy councillors; others are prefects who help younger children. One pupil recently won national recognition for her work as an 'I will' ambassador for her extensive work helping in the local community. All of the other pupils are proud of her achievements.
- Many pupils join the academy for a short period of time before they move house again to another area. These pupils are quickly befriended and made to feel welcome. Some parents who are able to, choose to keep their children at this academy despite a long walk from their new home.

### **Safety**

- The academy's work to keep pupils safe and secure is outstanding. Pupils have an excellent understanding of how to stay safe, including on the internet. Pupils have their own version of a social networking website that is safe and only open to their own friends in the academy.
- Pupils have a very good understanding of different forms of bullying. They say that bullying is extremely rare and they are confident that adults or other pupils will help them to sort it out if it does happen.
- The higher than average number of pupils who move into and out of the academy does have a negative effect on attendance because pupils are not removed from the register until they have arrived safely in another school. That said, the academy manages attendance well so that it is broadly average.
- Pupils say they feel safe because they all know and look after one another. Parents are also confident that their children are safe at school.

## **The quality of teaching** is outstanding

- Pupils make excellent progress in a wide range of subjects because the quality of teaching is outstanding.
- Reading is taught in every year group every day. In addition, a large number of books are provided for pupils, including electronic books. Pupils are immersed in a culture where regular reading is expected and promoted. They make rapid progress as a result.
- Literacy and numeracy skills are taught extremely well in English and mathematics lessons. Pupils are also given excellent opportunities to use these skills in other subjects.
- Pupils say they enjoy learning because it is fun. Teachers plan inspiring activities that harness the enthusiasm of pupils so that they want to learn. Teachers tailor these activities to the different ability groups in each class while at the same time having the highest expectations of all pupils.
- Teachers have developed a 'mastery' approach to learning. Pupils are expected to learn something new, practise it until it is automatic and then show someone else how to do it. Teachers expect pupils to prove they know how to do something and use challenges such as 'show me', 'convince me'. This is having an excellent impact in mathematics, where pupils are now making more rapid progress.
- Not only is information and communication technology itself taught well, it is also used effectively to teach other subjects such as science, history and geography and to encourage pupils to learn at home. The academy recently won an international award for the number of pupils regularly completing homework online.
- Teachers mark pupils' work regularly and accurately. They tell pupils what they need to do to improve their work and then expect them to do so. Teachers mark pupils' writing particularly effectively. They give

pupils excellent opportunities to redraft their written work in order to reach higher standards.

- Teachers stretch and challenge the most able pupils particularly well. For example, where pupils feel they have completely mastered a new skill, they themselves can opt to move on quickly.
- Teaching assistants make an excellent contribution to pupils' learning. They are answerable for the progress of the groups they teach and are provided with good training to support them in this. They are particularly effective when helping small groups of pupils who need to catch up.

### The achievement of pupils

**is outstanding**

- Pupils make outstanding progress in lessons because they are enthused by the outstanding teaching they experience.
- Children start the academy in Nursery with skills and abilities that are much lower than those usually found, particularly in their language and communication skills. The vast majority of pupils make outstanding progress in all areas of learning throughout early years so that they are ready to make a good start in Year 1.
- Pupils make exceptional progress in learning their letters and sounds in early years and Year 1 so that they are excellent young readers. This outstanding progress in reading continues throughout the academy. Pupils develop a love of reading, an excellent knowledge of authors and acquire the skills they need in order to read with increasing fluency and understanding.
- Standards, as measured by tests and assessments at the end of Year 2 and Year 6, have been rising for three years, particularly in reading and writing. Attainment is now broadly average in writing and above average in reading.
- Mathematics standards have been below average until recently. However, the curriculum has been revised and more time and energy devoted to improving the quality of mathematics teaching. For example, there are additional daily sessions after lunch where pupils practise number skills. Pupils are now making more rapid progress in mathematics so that standards are rising and attainment is average by the end of Year 6.
- While standards have improved in writing and mathematics so that they are now average, they are not as high as they are in reading where attainment is above average.
- Pupils also achieve well in a range of other subjects such as history, geography and art. Achievement in information and communication technology is outstanding. Pupils are able to use new technology extremely well for a wide range of purposes, such as making animations, reading electronic books and designing their own websites. For example, Year 6 pupils are making their own film based on adventure stories they have written in English lessons. The quality of their written work, their attitudes and enthusiasm are exceptional.
- Disabled pupils and those who have special educational needs make outstanding progress. This is because teachers have high expectations and provide additional help in class tailored to their specific needs so that all pupils are able to keep up.
- The most able pupils are challenged exceptionally well because teachers have the highest expectations of them. The proportion of pupils reaching above average standards in Year 2 and Year 6 assessments has been below average in the past, but is improving rapidly. The most able pupils say that one of the strengths of the academy is the way that it pushes and challenges them to reach the highest standards.
- The majority of pupils at the academy are disadvantaged. The actual proportion varies year-on-year. This makes comparisons over time difficult as each year group is so different. Disadvantaged pupils make progress which is at least the same as other pupils in the academy and nationally. In 2014 Year 6 assessments, disadvantaged pupils attained less well than others nationally by about a year in mathematics and six months in reading and writing. Within the academy, disadvantaged pupils were about half a term behind non-disadvantaged in mathematics and a term behind in writing. In reading they were around a year behind their in-school peers but it is worth noting that, in this subject, non-disadvantaged pupils' attainment was well above average.
- There is a marked improvement in the attainment of disadvantaged pupils this year so that the gap between disadvantaged pupils currently in the academy and non-disadvantaged pupils nationally is now negligible. There remains a gap within the academy because the attainment of other pupils has also improved and is above average.

### The early years provision

**is outstanding**

- Children flourish in a rich and stimulating learning atmosphere where every opportunity to inspire children to learn is provided. As a result, children make outstanding progress from their different starting points so that a higher than average proportion of children gain the skills that are typical for their age by the end of Reception Year. This means that almost all children are ready to make a good start in Year 1.
- Children make outstanding progress in all areas of the curriculum because adults have high expectations and plan exciting learning activities to light up children’s imagination and interest.
- For example, during the inspection, children received a letter informing them that the dinosaurs have disappeared and asking them to dress up as super heroes to find them. Children were excited and eager to learn and to write about their experiences afterwards. Reception-aged children were able to record their writing in complete sentences and are starting to punctuate their work.
- Children’s behaviour is outstanding. Parents commented on how quickly their children settle into Nursery. Children respond well to the clear routines and high expectations. As a result, they quickly develop excellent social skills such as taking turns, sharing toys and making friends.
- The quality of teaching in early years is outstanding. Adults constantly check children’s progress and make sure they plan activities that help all children to make rapid progress. In particular, adults make sure that the most able children are challenged. For example, some children are able to count past 20 and know how many 10’s there are in 20. Reading is also taught very effectively.
- Leadership and management of the early years are outstanding. This strong leadership has forged an effective team of adults who all share the same high expectations of children. The early years leader leaves no stone unturned in involving parents in the education of their children. As a result, parents have high levels of confidence in staff.
- The curriculum is outstanding. Children learn about different cultures and religions through activities such as aboriginal art and a visit to the park. A teaching assistant in early years is teaching the children to speak French. Children are excited by this opportunity and are making excellent progress.
- The systems for keeping children safe are outstanding. Children help to take care of one another and staff constantly remind children how to stay safe, for example when using climbing apparatus in dressing-up clothes.

## 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

<b>Unique reference number</b>	138854
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	462239

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carolyn Halpin
<b>Headteacher</b>	Christine Kemp-Hall
<b>Date of previous school inspection</b>	22 May 2013
<b>Telephone number</b>	01642 247985
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