

Ormiston Meadows Academy

Matley, Orton Brimbles, Peterborough, Cambridgeshire PE2 5YQ

Inspection dates 13–14 September 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Require improvement
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- For the past two years, achievement by the end of key stage 2 has not been good enough. Past underachievement in mathematics has not yet been eliminated.
- The proportion of disadvantaged pupils who met the expected standard in reading and mathematics by the end of key stage 2 in 2016 was not high enough.
- In some classes, pupils do not make as much progress in mathematics as they could. This is because adults' explanations are not clear. The most able pupils are not given enough opportunities to excel and attain the higher standard by the end of key stage 2.
- Teachers make inconsistent use of the school's assessment information to plan effective learning opportunities so that groups of pupils can make rapid progress.
- Progress in reading is not yet consistently strong across key stage 2. At times, lessons are not as productive as possible. As a result, pupils have limited opportunity to acquire the skills that they require to become proficient readers.
- There is insufficient information on the website about the curriculum. A few parents said that they do not have a full understanding of what their child is learning in each year group.

The school has the following strengths

- This is a rapidly improving school. The new principal and senior leadership team have brought renewed energy and direction. Pupils' achievement is improving as a result.
- The provision for pupils who have special educational needs and/or disabilities is highly effective and fully inclusive. These pupils make strong progress both personally and academically.
- Children make good progress in Reception and are well prepared for the challenges of Year 1.
- Pupils' behaviour is good and respectful, both in lessons and at playtimes, resulting in a purposeful and positive environment in which to learn.
- Attendance continues to improve. Parents are supportive of the school's work to make sure that their children attend school well.
- The achievement of the most able pupils in key stage 1 continues to rise. In 2016 these pupils made good progress from their starting points to attain the higher standard in reading.

Full report

What does the school need to do to improve further?

- Improve outcomes for pupils by:
 - making sure that a larger proportion of the most able pupils reach the higher standard in mathematics by the end of key stage 2
 - ensuring that disadvantaged pupils make the progress of which they are capable, with greater proportions reaching the nationally expected standards or the higher standards in reading, writing and mathematics by the end of key stage 2
 - ensuring that more pupils achieve age-related expectations in mathematics at the end of Year 3 and Year 4.

- Improve the quality of teaching, learning and assessment by:
 - making better use of assessment information from reading and mathematics to provide pupils with work that has appropriate levels of challenge
 - improving adults' subject knowledge in mathematics
 - using time in lessons more effectively and productively so that pupils have opportunities to develop higher-level reading skills across key stage 2.

- Improve the impact of leadership and management further by:
 - providing curriculum information for parents on the website, so that they understand what their children are learning in each year.

Inspection judgements

Effectiveness of leadership and management

Good

- This is a rapidly improving school. There has been considerable change in the leadership of the school since becoming an academy. Following an initial period of turbulence, from September 2015, the new principal has brought a renewed sense of vision and values to the school. She is successfully creating a welcoming community where pupils, parents and staff all work together to raise achievement for all. Her determination for every child to succeed, irrespective of any personal barriers that they may have, is very evident. Staff attribute the positive changes to the strong values and clear direction that the new leadership provides.
- The newly formed senior leadership team has rightly focused attention on improving behaviour and attendance. These aspects are now good. Pupils and staff demonstrate the school's core principles of 'Being the best, expect the best, succeed together'. Alongside the improvements in behaviour, leaders have ensured that in each class pupils are making better progress in their learning than was previously the case. In July 2016, achievement for pupils in the early years and in phonics was much higher than in the school's first year as an academy. Attainment at key stage 1 was strong under the new national standard, with a third of pupils attaining the higher standard in reading and mathematics.
- Leaders use effective performance management processes to hold staff to account for the progress and attainment of pupils. Staff commented that they feel valued and receive good-quality training so they can perform their job roles well. As a result, staff morale is high.
- Leaders and governors regularly and accurately check the quality of teaching. Previously weak and inadequate practice has been eradicated. Leaders are aware of, and are acting on, the inconsistencies in subject knowledge of some adults in mathematics. They are providing them with appropriate training and support, so pupils are able to make accelerated progress in this subject.
- The leadership of provision for pupils who have special educational needs and/or disabilities is a particular strength. The pupils who attend the school through the enhanced provision due to their physical disabilities are fully integrated into the life of the school. The inclusive ethos and equality of opportunity is highly evident. These pupils are achieving exceptionally well, both personally and academically, in a safe and caring environment. Staff know when to intervene and when to let pupils 'have a go' for themselves. Consequently, these pupils make good progress from their starting points.
- Middle leaders are enthusiastic about leading their subject areas. Where leaders have been in post for longer, such as in music and modern foreign languages, there is a greater impact seen in the quality of provision and the achievement of pupils. More recent leaders of subjects such as science and physical education have identified appropriate priorities and actions for providing professional development for staff.
- Leaders ensure that the sport premium funding is used well to support pupils in enhancing their skills and abilities. Pupils receive additional teaching from the local secondary school so they can experience high-quality coaching in sport, such as in tag rugby, for example. The pupils who are part of the enhanced resource provision are fully included in sporting activities. During breaktime, inspectors saw evidence of these pupils participating in a football match with their peers with great skill and enjoyment.
- The school receives significant amounts of additional government funding to support raising the achievement of disadvantaged pupils. School leaders have rightly chosen to invest a large proportion into raising the attendance of disadvantaged pupils and of pupils who have special educational needs and/or disabilities. The work of the family workers is proving highly effective in building positive relationships with families, and the attendance of disadvantaged pupils has risen significantly. Firm and accurate plans are in place to enhance the provision in mathematics for the most able disadvantaged pupils so that their achievement and experience improves.
- Provision for pupils' spiritual, moral, social and cultural development is strong. Pupils are tolerant and supportive of each other. They are taught to respect those who have differing views or opinions to themselves. School leaders promote British values well. Pupils learn about democracy and the rule of law through participating in the active school councils and voting for the head pupils.
- Parents spoken to during the inspection were overwhelmingly positive about the work of the school and how leaders and staff ensure that their children settle well and are safe and happy. The responses to the 'Parent View' questionnaire showed that some parents consider that the school does not provide enough

information regarding the progress their children are making and the curriculum that their children experience. Inspectors found that pupils are making better progress, and leaders are making sure that the higher expectations of the national curriculum are taught. Leaders are in the process of renewing the website. Inspectors agree that information for parents regarding the precise curriculum for each year group is an area for leaders to improve so that they can meet the government's requirements of what an academy should publish on its website.

- School leaders benefit from the sponsorship of the Ormiston Academy Trust. The trust works closely with school leaders, providing further capacity through the work of the interim executive board, bringing a range of expertise and strategic direction which is valued by school leaders and which has a positive impact on the progress that pupils make.

Governance of the school

- The governance of the school, through the work of the interim executive board, is strong.
 - Over the last academic year, the trust put in place an interim executive board to ensure that the standard of education for pupils improved. This decision was taken following the 2015 end of key stage 2 results, in line with the trust's policy.
 - Members of the board bring expert skills and experience and hold school leaders to account well for the performance of pupils. Board members have a clear grasp of the current strengths and weaknesses of Ormiston Meadows; they are accurate in their evaluation of the performance of the school.
 - Members of the board challenge school leaders and monitor the impact of changes made. For example, the minutes of meetings show that school leaders have presented information regarding the improvements in attendance.
 - The interim executive board has the financial aspects of the school audited and ensures that the school increasingly provides value for money. Minutes of meetings include regular detailed financial reports.

Safeguarding

- The arrangements for safeguarding are effective. Processes and procedures are compliant with current legislation. Leaders ensure that recruitment procedures are rigorous. Staff receive additional training at the beginning of each academic year together with regular updates. Leaders are diligent in providing risk assessments to meet the medical needs of pupils who have special educational needs and/or disabilities. Child protection policies are thorough and reviewed regularly.
- Leaders understand the safeguarding concerns that relate to the context of the school. Training for issues such as pupils missing from education has been a priority for staff, due to the previously high pupil absence rates. Inspection evidence shows that the staff are vigilant and know the signs to consider. The family workers liaise with other professionals effectively, and build positive and supportive relationships with potentially vulnerable families. Persistent absenteeism continues to reduce dramatically.
- The academy trust regularly checks the school's work on safeguarding to satisfy the members that all the necessary documentation and work with other agencies is in good order. School leaders are quick to respond to feedback and act on the guidance from these audits.
- Pupils told inspectors that they feel safe at school. Adults teach pupils strategies for keeping themselves and their peers safe through assemblies and in lessons. Older pupils explained to inspectors how the school leaders had taught them how to use mobile phones safely and positively with their peers. Pupils know who to speak to if they are concerned and are confident that adults at school would listen and help.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is improving at pace. Where inconsistencies remain this is because teachers are not using the school's assessment information well enough to plan learning that meets the needs of all groups of pupils. For example, in some classes the most able pupils have to wait or listen to adults' explanations that lack challenge or do not make them think deeply enough. In other classes, where teachers use assessment information effectively, the most able pupils are making rapid gains in their learning and relish the challenge to demonstrate their skills.

- In mathematics, some adults' lack of subject knowledge prevents them from teaching the higher expectations of the mathematics curriculum. As a result, their explanations are unclear and the activities provided to pupils lack enough challenge so pupils are unable to make the progress of which they are capable. In other highly effective lessons, pupils rise to the opportunities that they are given. For example, in one lesson, pupils settled to work quickly and persevered through a set of activities that were increasing in difficulty. They were encouraged to use their knowledge of place value and number in different ways, which they enjoyed. As a result, they developed their skills and understanding swiftly.
- The teaching of reading is improving, particularly in key stage 1. This is because the teaching of phonics and early reading skills is carefully planned so pupils develop their skills quickly and systematically. Pupils in key stage 1 who read to inspectors were able to use their understanding of the sounds of letters to read unfamiliar words. Older pupils, especially boys, are particularly inspired by the texts they are reading in English lessons about King Arthur. One area of improvement in pupils' reading is pace and fluency. Some reading lessons seen were not as effective as they could have been. Adults spent too long on administrative tasks, which meant that individual pupils did not receive enough support and guidance to build their reading stamina. Consequently, their progress slows.
- The teaching of writing has been given a high priority over the last academic year, and as a result there is a consistent approach in both key stages. Pupils are given many opportunities both in English and other subject areas to practise writing at length. Teachers use a consistent approach to providing precise feedback to pupils, which is understood and followed. Pupils are given time to edit and redraft their work so that their writing improves. In Year 2, pupils proudly showed their impressive extended writing about the Billy Goats Gruff. They read their work easily, explaining the parts of the sentence correctly.
- The teaching of subjects such as music and French is a strength of the school. Pupils experience high-quality teaching from specialists on a weekly basis. In a singing assembly, the whole school confidently sang in different parts, holding the tunes and harmonies exceptionally well. In a music lesson the younger pupils in Year 2 were demonstrating skills and abilities that were higher than expected for their age. Similarly, in French, many older pupils are already speaking and writing at a level that is beyond primary expectations.
- Teaching assistants are deployed well and contribute effectively to pupils' progress, whether on a one-to-one basis or in small groups. Teaching assistants make a good contribution to the quality of teaching in the school. Some are more specialised and precisely trained to influence the learning of pupils from the enhanced resourced provision. These assistants demonstrate a high level of skill and care when working with individual pupils who have high-level physical needs.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good
- Pupils who have special educational needs and/or disabilities together with an education, health and care plan are confident and resilient learners who are fully included in school life. Pupils told inspectors that the school is a better place for having pupils who are different because adults and pupils care for each other. 'Everyone is treated equally', said one pupil.
- Pupils demonstrate a mature approach to keeping safe. They told inspectors that they regularly learn in assemblies and lessons about keeping safe and looking after themselves. For example, during the inspection pupils were learning about how to show tolerance to others, and in another assembly they learned how adults keep themselves safe when working on a building site.
- Attendance has improved significantly across the school and is now broadly in line with national averages. School leaders are proactive in identifying individuals and families who are at risk of poor attendance. The family workers are effective in building strong relationships with vulnerable families to support them and ensure that their children attend school.

Behaviour

- The behaviour of pupils is good. Adults and pupils stated that this has not always been the case in the past.
- Over the last academic year, adults have used a more consistent and positive approach. As a result, the number of incidents of disruptive or poor behaviour has dramatically reduced. During the inspection, no

disruption to learning was seen in lessons. Pupils' conduct was highly positive. They show high levels of respect to each other and adults throughout the school day.

- Most pupils respond well to adults' instructions and are keen to learn. Pupils are polite to each other, and when working in groups they listen well to the opinions of others before responding.
- At lunchtime and playtimes, behaviour is equally as good. Overall, pupils were highly positive about the changes in behaviour. They recognise the improvements made and respect the more consistent and positive approach taken by the adults.

Outcomes for pupils

Require improvement

- In 2016, from their different starting points, the proportions of pupils reaching the new expected national standard in reading, writing and mathematics by the end of key stage 2 was lower than found nationally. Similarly, under the previous accountability measure, in 2015 pupils left Ormiston Meadows with achievement in English and mathematics that was well below their national peers.
- The school's own evidence demonstrates that in 2016 the older pupils made significant and accelerated progress in their learning during their final year at school, particularly in writing and grammar, punctuation and spelling. Progress in mathematics was not good enough and remains a priority for school leaders. Some pupils had too much ground to catch up in their final year and did not reach the higher standard expected.
- In key stage 1, pupils made significant gains in their learning from lower starting points. The large majority attained the new national expected standard in reading, writing and mathematics. A third of the pupils were assessed as working at greater depth in reading and mathematics, which is the higher standard. A quarter attained the higher standard in writing. Under the previous accountability measure, in 2015 the proportion of pupils who attained the higher levels was lower in all three subjects.
- In-school information on achievement and tracking of pupils' progress is secure. Leaders use a rigorous system for checking and analysing the progress that pupils on roll are making. Across almost all year groups in 2016 pupils made good progress and are catching up on previous underachievement.
- In books seen and in lessons, the most able pupils are starting to receive the opportunities that are required for them to think deeply and reach the higher standards of which they are capable. In-school assessment information accurately shows that in 2016, this group of pupils made accelerated progress in English and mathematics in upper key stage 2. However, there are still inconsistencies in the opportunities planned to enable the most able pupils to excel.
- The teaching of reading requires improvement to enable older pupils to read with the pace and fluency expected from the new national standard. Pupils who read to the inspectors clearly enjoy reading and can explain the language used in the texts well. Younger pupils use their knowledge of sounds to help decode unfamiliar words. In 2016, over 80% of pupils achieved the standard in the phonics screening check. This is a significant improvement on the previous academic year.
- The achievement of disadvantaged pupils is analysed and tracked well by school leaders. School leaders focused on raising attendance and writing in the last academic year. The proportion of disadvantaged pupils who attained the expected standard in writing was higher than in reading and mathematics in 2016. Leaders are aware that improvements need to be made so that disadvantaged pupils can make better progress and are well prepared for secondary education. Although disadvantaged pupils made good and better progress in their final year, no disadvantaged pupil attained the higher standard in reading or mathematics in 2016.
- Pupils who have special educational needs and/or disabilities make good progress from their individual starting points. This is because adults have high expectations of what these pupils can achieve in all subjects as well as in English and mathematics. As a result, these pupils are able to access the same curriculum as their peers and are given opportunities to excel in lessons.

Early years provision

Good

- Children enter Reception with a wide range of individual skills and abilities that are broadly typical or lower than average for their age. Adults carefully plan the start of the year for the children. Consequently, children get off to a flying start. Children settle quickly into the routines and high expectations set by their new teacher. Many are keen to learn and proudly show their understanding of numbers and letter sounds.
- The leadership of the early years is strong. All adults receive appropriate training and development. Consequently, support staff are effective when working with small groups of children either outside or in the classroom. In one outside lesson seen, the member of support staff was using every opportunity to encourage children to practise their counting skills with great success.
- Teaching, learning and assessment are good. This is because the adults have quickly identified children who are already more able and those who require additional support. The teacher uses a wide range of effective teaching strategies so that every child has the opportunity to develop their language skills, reading, writing and number skills right from the start of the year. Children are responding well and developing good learning habits.
- In lessons seen, children are asked to participate fully in their learning. In lessons where they practise their number recognition children join in enthusiastically, with many of them counting confidently to 20. The teacher provides appropriate challenge to these pupils, who thoroughly enjoy demonstrating their counting skills.
- Children are leaving the Reception Year well prepared for the challenges of Year 1. In July 2016, the proportion of children who achieved a good level of development was above the national average for their age.
- The early years classroom and outside area is well organised, with exciting areas for children to choose to play and learn. For example, the home corner has a wide range of good-quality resources for pupils to develop their imaginary play as well as their communication and language skills. Some pupils informed the inspectors that they did not have a fireplace in their homes. Others ably named all the fruit and vegetables in their baskets. Another boy proudly said, 'I am practising my ironing'.
- The parents who shared their views stated they 'feel confident' and 'inspired' by the work of the staff and the headteacher. One parent stated: 'Although I was initially worried, I am not anymore. There is a lovely atmosphere in school and the children are really well cared for.'
- At the start of this year, the children's learning journeys are already showing a wide range of experiences. Staff ensure that the observations and notes written for each child accurately match the expectations for their age and stage of development.

School details

Unique reference number	140374
Local authority	Peterborough
Inspection number	10018485

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	Interim executive board
Chair	Eric Winstone
Principal	Jean Watt
Telephone number	01733 231 008
Website	www.ormistonmeadows.co.uk
Email address	office@ormistonmeadows.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Ormiston Meadows Academy is an average-sized primary school.
- It provides an enhanced resource provision for physical disability for 14 pupils.
- Pupils attend the school from a wide range of ethnic backgrounds, but most pupils are from White British backgrounds.
- The proportion of pupils who have special educational needs and/or disabilities and those with an education, health and care plan is above that found nationally.
- The principal has been in post since September 2015.
- The school does not comply with Department for Education (DfE) guidance on what academies should publish regarding the curriculum so that parents can find specific information about what their child learns.
- The school runs a breakfast and after-school club.

Information about this inspection

- The inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment. This included observing learning in all classes, some jointly seen with senior leaders.
- The inspectors spoke with pupils and scrutinised books to take account of the work that has been done and the progress that pupils make.
- The teaching of phonics was observed. Inspectors listened to a number of pupils read from Year 1 and Year 6.
- Meetings were held with the headteacher, senior leaders, the chair of the interim executive board, and a representative of the Ormiston Academy Trust. The lead inspector also held a telephone meeting with the regional director for primary academies at Ormiston Academy Trust.
- Inspectors examined a range of documentation relating to child protection and scrutinised the recruitment checks made by school leaders when employing staff. The arrangements for pupils who have special educational needs and/or disabilities were also considered.
- The inspectors spoke informally with parents to gather their views. Sixteen parental views were also considered from online responses to Ofsted's Parent View questionnaire.
- The inspectors spoke to staff and took account of staff views through their responses to an online questionnaire

Inspection team

Kim Hall, lead inspector

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Her Majesty's Inspector

Ofsted Inspector

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