

Ormiston Meadows Academy

Matley, Orton Brimbles, Peterborough, Cambridgeshire PE2 5YQ

Inspection dates

11–12 December 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The principal has high expectations of staff and pupils. Working with an effective leadership team, there is a strong drive to ensure that the school continually improves.
- The school has been ably supported by the Ormiston Academies Trust (OAT). Training provided by the trust is used well to improve the quality of teaching, especially in mathematics.
- Governors make a good contribution to helping the school to improve. They have the skills and information to hold school leaders to account effectively.
- The proactive work of the pastoral team provides good support for both families and pupils. Pupils feel safe and are well cared for.
- Since the last inspection standards have risen year on year. From low starting points, current pupils make good progress, especially in reading and mathematics.
- Children in the early years get off to a good start to their education. Leaders plan provision well so that children thrive in the nurturing environment.
- Pupils who start school at different times, including those who are new to speaking English, receive effective support from adults. This helps them to settle in and make good progress from their starting points.
- The inclusive nature of the school ensures that pupils' needs are met well. Those pupils with special educational needs and/or disabilities (SEND) make good progress because of the support they receive.
- Teaching assistants use their initiative and skills well to check pupils' understanding. They provide effective support during lessons.
- The curriculum is well planned. It provides pupils with rich and varied experiences to help develop their knowledge across a range of subjects. However, in subjects other than English and mathematics, the most able pupils receive work that is too easy or does not challenge them well enough.
- On occasion, teachers do not plan sufficient opportunities for pupils to develop their stamina and resilience for writing. Additionally, adults do not consistently ensure that pupils apply their handwriting and spellings skills to all of their writing.

Full report

What does the school need to do to improve further?

- Continue to raise pupils' achievement in writing by:
 - ensuring that teachers have consistently high expectations of pupils' applying their spelling and handwriting skills in all their lessons
 - teachers providing more opportunities for pupils to develop their stamina and resilience in all their writing.
- Leaders ensure that teachers understand how to provide the most able pupils with challenging activities that make them think hard about their learning across the wider curriculum subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal has high ambitions and expectations for pupils' achievements. She has established a strong leadership team that is improving the school rapidly. After a period of turbulence, staffing is now stable and morale is high. All staff say that they are proud to work at the school.
- Leaders have an accurate understanding of the school's strengths and areas to improve. School improvement plans are clear and incisive. Leaders make effective use of the professional development provided by the trust to improve the quality of teaching.
- The trust works closely with school leaders to check the accuracy of teachers' assessments. Good use is made of this information to identify any pupils who may be falling behind in their learning. As a result, teachers adjust their plans to remedy any areas where pupils exhibit weaker understanding.
- The special educational needs coordinator (SENCo) uses her knowledge well to develop teachers' understanding of how to meet the needs of pupils with SEND. The SENCo checks on the teaching arrangements to ensure that plans are supporting the needs of pupils well. Pupils with SEND make good progress from their starting points.
- A very small minority of parents told inspectors informally of their concerns regarding how their child's needs were being met. Evidence from inspection does not support these views. Leaders are working hard to try and address the concerns of a small number of parents in order to meet their child's needs further.
- Additional funding to support disadvantaged pupils is used effectively. Barriers are addressed to improve pupils' attendance and to raise their levels of self-confidence. This means that disadvantaged pupils are better prepared for learning. Inspection evidence shows that the progress of disadvantaged pupils is improving rapidly so that differences are diminishing when compared to non-disadvantaged pupils nationally.
- The sport premium is used well to provide a variety of sporting activities and opportunities both at lunchtime and at the end of the school day. Leaders ensure that funding is used to develop the skills of teachers. This has raised the quality of lessons and improved pupils' skills. Leaders evaluate the effectiveness of the additional funding carefully and use this to inform future spending.
- The school is experiencing a growth in the number of pupils who start school at different times, including those who speak English as an additional language. Leaders are developing the knowledge and skills to help these pupils settle into school life. By understanding their needs, leaders ensure that pupils receive good provision so that they make strong progress from their starting points.
- The curriculum is well planned, helping pupils to develop their skills and knowledge across different subjects. The curriculum aims to provide pupils with a better understanding of their local community. Each topic includes a visit, often to a local place of interest, to motivate and stimulate pupils' interests. However, some learning in subjects such as history and geography does not provide sufficient challenge for the

most able pupils.

- The curriculum makes good provision for pupils' social, moral, cultural and spiritual development. Different roles and responsibilities promote pupils' understanding of living in a modern British community. For example, weekly questions about local or national issues are debated by pupils. At the end of the week pupils vote, and their views and decisions are shared at celebration assemblies. This builds their understanding of community well and prepares them for life in modern Britain.

Governance of the school

- The local governing board is committed and shares the vision of school leaders. Governors use the information provided by leaders to check how well the school is improving and achieving its targets. They carry out a range of monitoring activities that are linked to key priorities. Through visits, reports and talking to pupils, governors have an accurate understanding of the school's performance. They challenge leaders well to support the continuing improvement of the school.
- The local governing board works closely with leaders from the trust to ensure that the school meets its statutory requirements. Checks are made to ensure safeguarding arrangements are in place and that every pupil is safe. Governors use their skills well to check that the government's additional funding is meeting the needs of disadvantaged pupils and those with SEND well.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding across the school. Leaders of the pastoral team know their pupils and families well. The positive relationships that they have developed with pupils' families help to provide early support where it is required.
- All adults are clear about their responsibilities for keeping pupils safe. They receive regular training and updates so that they are alert for any signs of concern. Procedures for reporting concerns are clear. Posters and classroom boards around the school inform staff and visitors of those who have key safeguarding responsibilities. Records of any concerns are well maintained. Checks made on the suitability of adults who work with children are up to date and thorough.
- A large majority of parents consider that their children are safe at school and well looked after. One typical comment received on Parent View, Ofsted's online questionnaire, stated that, 'My son feels safe and happy at school, and these little things mean the world to me.'

Quality of teaching, learning and assessment

Good

- Teaching has improved significantly since the last inspection and is now good overall. This is because teachers check pupils' understanding of their previous learning. Where they identify gaps, they plan activities that help pupils to catch up quickly. During lessons, teachers ask questions to ensure that pupils understand what they are

learning. Misconceptions are addressed so that pupils' progress is good.

- Teachers provide clear models and explanations so that pupils understand how they can be successful. For example, in a Year 6 class, the teacher provided her own descriptions following a video clip about war. Pupils used these ideas to enhance the quality of their own writing by using more varied vocabulary choices.
- Relationships between adults and pupils are positive. They are built upon mutual respect that encourages pupils' confidence and self-esteem. Pupils recognise that their teachers support their learning well. One pupil told inspectors, 'Teachers help by explaining things and supporting us in our work to get better.' Consequently, pupils' attitudes to learning are good.
- Teaching assistants use their skills well. They check that pupils are progressing through the lesson by encouraging pupils to apply their knowledge. They are not afraid to use different strategies to help when pupils become stuck. This is particularly effective in supporting the good progress of lower-attaining pupils.
- The teaching of phonics is effective. Teachers take a systematic approach, which ensures that pupils apply their knowledge to reading and writing. Leaders regularly check pupils' progress. Additional support is provided to help pupils develop their phonic understanding well.
- There is a consistent approach to the teaching of mathematics. Teachers use their subject knowledge effectively to secure pupils' understanding of key concepts by planning a clear sequence of learning. Using the school's chosen approach, pupils use equipment and pictorial representations to demonstrate their understanding. Work in pupils' books shows that they develop deeper understanding by applying their skills to a range of mathematical problems. Current pupils are making strong gains in their mathematics.
- Pupils read widely and for enjoyment. Teachers regularly check pupils' reading records to ensure that they read frequently. Opportunities are provided through the school day to help develop pupils' reading fluency. Pupils read independently and share whole-class reading texts. This ensures that pupils have access to high-quality reading materials that improve their understanding and use of language.
- Pupils write for different purposes across the curriculum. Teachers model the use of language well so that pupils use a range of vocabulary in their written work. For example, one pupil building suspense in writing wrote, 'with curiosity getting the better of her, Sima opened the door and there was darkness.' However, teachers do not plan sufficient opportunities for pupils to practise their writing skills through extended pieces of work. This means that pupils do not develop their writing stamina and resilience. This limits the progress pupils are making in their writing.
- Teachers do not have consistent expectations of how pupils apply their spelling and handwriting skills in all their writing. Errors in spelling are not consistently checked and incorrect letter formation is not addressed. The handwriting of some teachers does not provide a good model for pupils. Consequently, some pupils' written work is not well presented.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- School leaders place a high priority on supporting pupils' social and emotional development alongside their academic achievement. Several members of staff are trained to support pupils' mental health and well-being. This ensures that pupils' confidence is nurtured to prepare them well for the next stage of their education.
- Pupils like coming to school and they enjoy their learning. They told inspectors that learning was fun and they are always finding out about new things. Pupils are attentive in class and able to sustain their concentration so they complete tasks and activities well. They understand that it is important to work hard and they are keen to reflect the academy's motto, 'Be your best, expect the best, succeed together.'
- The school offers pupils a wide range of clubs and extra-curricular activities. Different sports clubs cater for different ages and pupils' interests, supporting their physical development. Pupils spoke warmly of their opportunities to learn musical instruments or sing in the school choir.
- Pupils' sense of responsibility is promoted through opportunities to become the head boy or girl or act as house captains. The school council plays an active part in making the school a better place, such as improving the equipment in the playground. This develops pupils' leadership skills and understanding of working together well.
- Pupils say that they feel safe in school because they know adults will listen to them if they need to talk to them. The 'worry boxes' in each class help them to raise any issues. However, they talk to adults if their concerns are important. They understand what bullying means but say that it does not happen in their school. Pupils are taught about different forms of bullying and understand how to be safe when using the internet. Effective use is made of additional equipment provided through the school's role as a hub for pupils with physical disabilities. Pupils with complex needs integrate well into classes to work alongside their peers.

Behaviour

- The behaviour of pupils is good.
- Pupils understand the expectations for how they behave in class and around the school. Systems for supporting behaviour are clear and consistent across the school. Pupils are polite.
- During the inspection, inspectors saw evidence of pupils holding doors open for one another and thanking each other for doing so. They are welcoming to visitors.
- In less structured times, such as playtimes and lunchtimes, pupils share their games and play cooperatively. Older pupils are keen to engage with younger pupils and happy to take responsibility for ensuring that they are safe in the playground.
- Pupils' attendance has improved rapidly. Leaders are tenacious in their actions to improve attendance. They meet with parents, provide information and give incentives and rewards for pupils' good attendance. Attendance ambassadors have particular roles in collating attendance information and sharing this information at weekly

assemblies to reward those pupils whose attendance is good or improving.

Outcomes for pupils

Good

- Leaders' work to bring about the improvements in the quality of teaching has resulted in strong progress being made by pupils from their different starting points. Achievement has improved consistently since the previous inspection report, culminating in the highest outcomes yet in 2018. Outcomes are therefore good.
- In 2018, the proportion of pupils who achieved the required score in the Year 1 phonics check is broadly in line with the national average. From their low starting points, this demonstrates that pupils make good progress in developing their phonic skills.
- In key stage 1, the provisional information for 2018 shows that there was a dip in attainment compared to the previous year. However, a significant number of pupils joined the cohort during the key stage. Inspection evidence from work in pupils' books and the school's own assessments show that these pupils are now making good progress from their starting points.
- In key stage 2, there has been an upward trend in pupils' attainment. The progress pupils made in 2018 was above average in reading and mathematics, and well above average in writing. However, current pupils are not making the same consistent progress in writing. This is because pupils do not apply their spelling and handwriting skills as well. Teachers do not provide sufficient opportunities for pupils to extend and practise their writing skills.
- Disadvantaged pupils make good progress. The additional funding is used effectively to provide extra support to improve disadvantaged pupils' progress. Evidence from inspection shows that differences between the progress of disadvantaged pupils and other pupils are reducing. Work in books confirms that disadvantaged pupils are making good progress across a range of subjects. In 2018, the provisional information showed that disadvantaged pupils made better progress than non-disadvantaged pupils nationally in reading, writing and mathematics.
- Leaders are responding well to the increasing proportion of pupils who start school at different times, including those who speak English as an additional language (EAL).
- Pupils' needs are assessed quickly, and additional support provided to improve their progress. Pupils' workbooks show that, from their different starting points, they are making strong gains in their learning.
- Well-organised provision ensures that those pupils with SEND receive support to meet their individual needs. The provisional information for 2018 shows that these pupils made good progress in reading, writing and mathematics.
- The well-planned curriculum provides good opportunities for pupils to develop their skills across a range of subjects. However, there are insufficient opportunities that challenge the most able pupils to deepen their thinking and understanding.

Early years provision

Good

- Children enter the early years provision with skills that are below those typical for their age. This is particularly the case for their communication and language skills. Through well-planned activities, children make strong progress in all their areas of development. Over the past two years, the proportion of children moving into Year 1 with a good level of development has been similar to those nationally. This means that they are well prepared for the next stage of their education.
- The early years leader is knowledgeable about her role and provides good direction to other adults. An effective team approach ensures that children's needs are accurately assessed through observations of their work and play. Information is used well to adjust the next steps of learning so that children make good progress in their development.
- The learning environment is organised well. Activities link across all areas of learning, enriching children's experiences and encouraging them to be curious, imaginative and independent. For example, the children were provided with opportunities to develop their understanding of the natural world through investigating objects from trees, painting flowers and making models of hedgehogs.
- Children are immersed in a language-rich environment. Adults develop children's vocabulary by encouraging them to talk and describe their activities and the things they see around them. Key words are placed about the classroom and linked to activities the children undertake. For example, a story map prompted children's discussion about the life of a squirrel. Adults modelled useful language, describing the squirrel's 'bushy tail' and 'inquisitive' nature. This means that children, particularly those who are disadvantaged, make strong progress with their speaking and listening skills.
- Clear routines and high expectations create a safe and nurturing environment for the children. Children play together well and are eager to help one another. For example, while making sandcastles, one child willingly volunteered to help another child to turn the heavy bucket upside down. Adults are sensitive to children's needs and quickly address any child's concerns. This means that children's social and emotional development is well catered for.
- Effective links are made with parents to help support their child's development at home. Regular workshops and sharing sessions encourage parents to participate in their child's learning. The use of 'wow' cards, completed by parents, celebrates children's achievements. This helps teachers to have an accurate picture of children's needs and to support their progress in class.
- The strong culture of safeguarding across the school is reflected in the early years provision. All statutory requirements for ensuring children are safe are met.

School details

Unique reference number	140374
Local authority	Peterborough
Inspection number	10058685

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

Type of school	All-through primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	Board of trustees
Chair	Eric Winstone
Principal	Jean Watt
Telephone number	01733 231008
Website	www.ormistonmeadows.co.uk
Email address	office@ormistonmeadows.co.uk
Date of previous inspection	13–14 September 2016

Information about this school

- Ormiston Academy Trust sponsors the school. The trust delegates some of its responsibilities to the local governing body, through the scheme of delegation. The school has its own leadership team that is supported by the regional director.
- Ormiston Meadows Academy is an averaged-sized primary school.
- The academy is a host for a local authority resource for pupils with physical disabilities.
- Pupils who attend the school are from a wide range of ethnic backgrounds, but most are from White British backgrounds.
- The proportion of pupils with SEND and those with an education, health and care plan is in the top 20% of schools nationally.
- The proportion of disadvantaged pupils, those eligible for support through the pupil premium funding, is in the top 20% of schools nationally.
- The proportion of pupils who speak English as an additional language is above the

national average.

- The school runs a breakfast and after-school club.

Information about this inspection

- Inspectors observed lessons across a range of subjects in the early years and key stages 1 and 2. Some observations were carried out jointly with the principal, the vice-principal and assistant principal.
- During visits to lessons, inspectors spoke with pupils and looked at work in pupils' books to find out more about how well they are learning.
- Inspectors held discussions with the principal, the vice-principal, the assistant principal, who is also the early years leader, and the SENCo. Meetings were also held with teachers, the pastoral team, those responsible for safeguarding and the school business manager.
- The lead inspector met with OAT's regional director and the local governing board, including the chair of governors.
- Inspectors took into account 73 responses to Parent View, Ofsted's online questionnaire, and 15 texts from parents. There were 27 responses to the staff questionnaire.
- Inspectors spoke to pupils formally and informally in the classroom about their learning.
- Inspectors looked at a range of documentation provided by the school, including the school's self-evaluation and plans for improvement. Information was scrutinised regarding behaviour and attendance logs, safeguarding information and governors' minutes of their meetings.

Inspection team

Steve Mellors, lead inspector

Her Majesty's Inspector

Jenny Carpenter

Ofsted Inspector

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