

Inspection of a good school: Ormiston South Parade Academy

South Parade, Grimsby, Lincolnshire DN31 1TU

Inspection dates: 12–13 February 2020

Outcome

Ormiston South Parade Academy continues to be a good school.

What is it like to attend this school?

Teachers set high expectations for work and for pupils' behaviour. They are dedicated and want the best for their pupils. Pupils benefit from an interesting and varied curriculum. School leaders are always looking for ways to improve the curriculum further. For example, the many trips and residential visits that are on offer bring learning and the curriculum to life for pupils.

The pupils we spoke to said that they love coming to this school. They made comments such as 'teachers are so caring' and 'I look forward to school every day'. Many parents are very happy with the school, as evidenced by comments to inspectors such as, 'Staff show genuine interest' and 'I have nothing but praise for South Parade Academy.'

Pupils enjoy taking on responsibilities in school, such as becoming a prefect, a playground friend or a member of the steering group which organises fund raising for good causes.

Pupils say bullying almost never happens. When it does, they know staff will deal with it. Pupils say that behaviour in lessons is always good because teachers make lessons so interesting and 'nobody wants to misbehave'. At lunchtimes and playtimes, pupils behave sensibly, play team games or go to one of the many clubs that they can attend. If anyone is upset or has nobody to play with, playground friends are on hand to help.

What does the school do well and what does it need to do better?

The principal and her senior team know the school well. They know what needs further improvement and they are always looking for ways to make things even better. The multi-academy trust (the trust) supports the school effectively. For example, the trust has made sure that the well-being of staff is always high on its list of priorities.

The principal has made sure phonics and early reading are at the heart of the curriculum. Pupils love reading and most read for pleasure at home and at school. From the very start, when children come to the school as two-year-olds, they listen to stories and act

out stories from books. Children soon learn how to read simple books because they are taught every day how sounds relate to letters. Pupils take books home to practise their reading. Parents are given effective support so that they know how to carry on the excellent work that teachers do, for example by reading their children bedtime stories. Any pupils who fall behind are quickly identified and helped to catch up. Staff are well trained in phonics and receive feedback by leaders to make sure they keep improving their skills.

The curriculum in mathematics is well designed. Teachers know exactly what they must teach at any stage in the year. Most pupils respond well to this and achieve well. Teachers demonstrate a strong understanding of the subjects they teach. Many pupils say that mathematics is their favourite subject. However, some pupils struggle to keep up and can fall behind when not picked up quickly by teachers or teaching assistants.

In history, the curriculum is being improved so that pupils are able to know more and remember more. Staff have had some training which has helped to improve teachers' subject knowledge in history. However, leaders are aware that more training is needed.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Pupils who need extra help are given close attention in small classes. This is so pupils get the help they need in mathematics, reading and writing. In the afternoons, pupils with SEND join their classmates in the larger classes so they do not miss out on other subjects.

The two-year-olds in Nursery enjoy painting. They soon learn to make friends and settle into routines, such as putting tablecloths out on tables and giving out healthy snacks. In Reception, children love to learn through playing. Children learn to count, do simple calculations and understand money. They learn to make friends, be polite and share toys. Children chat politely with each other at the snack area. They learn how to clean up after themselves and take turns.

Pupils' behaviour is exemplary. In lessons, they love learning so always concentrate hard and behave well. When playing outside, there are very few incidents of bad behaviour. Pupils are polite to each other and to adults. Pupils always support each other if they are upset or need to talk to someone.

Pupils are well prepared for secondary school. They learn how to manage money, how to look after the environment and how to look after their own and others' mental health. Pupils take part in debates and campaign for better conditions locally, for example by asking the local council to improve road safety outside the school. By Year 6, pupils are mature, well-rounded and thoughtful.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. School leaders work very well with families, giving support and advice to help them. This means that there is a lot of trust between staff and parents and carers. School leaders communicate well with outside agencies

when it is necessary. When checked, staff safeguarding records contained errors. This was put right by the end of the inspection and no pupils were put at risk.

Pupils know how to keep themselves safe. This is because they learn about how to stay safe when using the internet and how to report bullying, which they say is very rare.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers sometimes move on to a new concept or idea in mathematics before pupils are ready. This can mean that these pupils do not have a deep enough understanding of the curriculum to help them remember new knowledge and skills for long periods of time. Leaders and teachers must ensure that pupils are given sufficient time to practise and perfect their mathematics before they move on.
- In history, teachers' subject knowledge is not as strong as it could be. This is leading to some inconsistency in how well pupils know more and remember more about history. Leaders should ensure that staff receive high-quality training and that the effective practice that exists in the school is shared more widely.
- The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it that they are in the process of bringing this about.

Background

When we have judged a school, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Ormiston South Parade Academy to be good in July 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138846
Local authority	North East Lincolnshire
Inspection number	10121874
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	573
Appropriate authority	The MAT Trustees
Chair of governing body	Julie Moore
Principal	Kate Robinson
Website	www.osparade.co.uk
Date of previous inspection	12–13 July 2016

Information about this school

- The school admits children from the age of two. This provision is managed by the governing body. Most of these children go on to the school's Nursery class.

Information about this inspection

- I held meetings with the principal and other senior leaders. I met with two members of the governing body and several groups of pupils. I met with leaders responsible for safeguarding and the leader for inclusion. I also met with the director of primary schools and SEND for Ormiston Academies Trust.
- I held discussions with lunchtime supervisors, office staff, teachers and teaching assistants about the actions that they take to keep pupils safe.
- I looked at a range of documentation, including safeguarding documents, the school's self-evaluation, development plans and information contained on the school's website.
- I agreed with the principal to look in detail at mathematics, reading and history. I talked to leaders about their curriculum plans. I visited lessons, looked at pupils' work and discussed this with them. In addition, I had discussions with teachers and groups of pupils from the lessons I visited.

Inspection team

Robert Jones, lead inspector

Ofsted Inspector

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