

Inspection of Edward Worlledge Ormiston Academy

Suffolk Road, Great Yarmouth, Norfolk NR31 0ER

Inspection dates: 17 and 18 January 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Inadequate

What is it like to attend this school?

Pupils at this school are surrounded by warmth and kindness. All the adults care about pupils' well-being. Pupils know that staff will always listen to their worries and concerns. Pupils are and feel safe. Bullying is rare and pupils say that if there are any problems, no matter how small, the adults will sort them out.

Every pupil at this school experiences a broad and ambitious curriculum. School leaders are keen for them to aspire to greater things. Teachers teach them interesting and useful knowledge. If any pupil struggles to understand or remember, adults are there to support.

Pupils experience a school environment that is calm and purposeful. This is because everyone in the school learns routines that help the school day run smoothly. These routines also help pupils to concentrate in lessons. Pupils know how to behave because teachers have taught them how to be kind and work hard. Pupils know that if they do the right thing, then adults will recognise this.

A range of opportunities help pupils to develop their interests and talents. Every pupil has the chance to take on a responsibility, such as 'kindness ambassador'. Pupils can give back to the community, for example through raising money for charity. They can also take part in events, such as 'Ormiston's Got Talent'.

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

Over the last few years, leaders have steadily introduced changes to the curriculum. These changes have been influenced by leaders' understanding of how pupils learn. Their vision for high-quality education has culminated in a programme that is rich in knowledge. Teaching is sequenced in a way that help pupils build on what they know and can do. Many of the curriculum changes are firmly embedded.

Teaching helps pupils to understand subject content. Teachers give pupils opportunities to revisit previous learning. As a result, pupils can talk about subjects with confidence. For example, when learning about historical events, older pupils quickly grasp issues around 'alliance' and 'conscription' in World War I because they remember discussing similar ideas in previous history lessons.

Assessment is used well. When teachers check pupils' knowledge, they use this information to make small changes to lessons or set up groups for extra teaching. This helps pupils to keep up with their classmates. Leaders regularly monitor what is happening in the classroom, as well as pupils' progress. This is done in a collaborative way, so that teachers feel included and supported.

The early reading curriculum prepares pupils well for the next stages of learning. Phonics lessons begin when pupils join the school. Teachers are reading experts. They give clear explanations and are consistent with lesson routines. Pupils have

plenty of reading practice. Teachers give appropriate support to help pupils who have fallen behind to catch up. As pupils develop fluency, their teachers gradually introduce them to more complex books. Older pupils like the way their teachers read with enthusiasm and expression.

Teachers give early years children opportunities for listening to stories and singing songs. Staff continuously engage children in conversation. This helps children to develop their language skills. Relationships are warm. Staff know the children well. While the early years curriculum sets out knowledge and skills children need to know in all the areas of learning, it does not fully set out the precise vocabulary they should acquire.

Support for pupils with special educational needs and/or disabilities (SEND) is comprehensive and precise. Teachers identify pupils' needs early. Staff know the strategies that help pupils with SEND get the best out of their lessons. This includes ways of adapting tasks in subjects such as science and music.

Leaders and teachers take a consistent, whole-school approach to behaviour. This is based around the school's '5 rules for success' and emphasises teaching memorable routines. Every teacher uses the same words and actions to remind pupils about what is expected. This helps pupils to get it right. As a result, a calm and purposeful atmosphere is present in classes and around the school.

Leaders are rightly proud of the personal, social, health and emotional (PSHE) curriculum. It takes pupils' needs into account. Both the PSHE and the religious education programmes help pupils to learn about different families, cultures and religions. Leaders' commitment to providing enrichment opportunities has translated into a wide range of clubs, trips and visitors to the school.

Leaders benefit from a tight-knit support network of subject specialists, governors and trust leaders who are on hand to give advice and support. This has helped leaders to translate their vision of high-quality education into reality, despite the setbacks of the COVID-19 pandemic. Leaders are mindful of staff workload and keen to ensure success is recognised. Parents appreciate school leaders' work, although some would like to know more about how provision works for pupils with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Governors, leaders and teachers know the signs of any harm or pupil vulnerability. Concerns are swiftly responded to and recorded. These are checked regularly. Leaders have created a culture where pupils know that they can go to any adult in the school and be listened to. Adults also reach out to pupils who are less confident, giving them safe spaces and time to share worries. Pupils learn how to keep safe, including online. Leaders work closely with outside agencies to obtain help and support for pupils and their families. Checks on the suitability of adults to work with children are thorough.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some parents would like more knowledge of how SEND support works in the school. They do not feel they have as clear an understanding of provision for pupils with SEND as they might. Leaders should review and make appropriate changes to how they communicate with parents.
- The early years curriculum provides a range of opportunities for pupils to acquire new vocabulary, linked to topics learned. However, in some learning areas, the curriculum does not set out sufficiently the range of vocabulary that would enable children to have a deeper understanding. Leaders should strengthen the curriculum by identifying and setting out vocabulary to be learned in all areas of the early years curriculum.

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 information from Ofsted Parent View 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.

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	143824
Local authority	Norfolk
Inspection number	10255131
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	Board of trustees
Chair of trust	Julius Weinberg
Principal	Craig Honey
Website	www.edwardworlledgeoa.co.uk
Date of previous inspection	5 and 6 May 2021, under section 8 of the Education Act 2005

Information about this school

- The principal was appointed in September 2021. The chair of the governing body has also recently stepped down, with the new chair taking up her role in January this year.
- The school runs a specialist resource base (SRB) for pupils in Years 3 to 6 who have autism spectrum disorder.
- The school runs a before- and after-school club.
- The school uses the services of two SRBs.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

In accordance with section 13(5) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, the vice principal, trust leaders, members of the local governing body and the chief executive officer of Ormiston Academy Trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- To inspect safeguarding, the lead inspector reviewed the school's records of concerns and the school's record of pre-employment checks. Inspectors also spoke with leaders responsible for safeguarding, teachers, support staff and pupils.
- The lead inspector considered responses made by 32 parents to Ofsted Parent View, including 15 free-text responses. There were no responses to the pupil or staff surveys. Inspectors also spoke with staff, observed pupils during free times and spoke with groups of pupils.

Inspection team

Hannah Stoten, lead inspector	His Majesty's Inspector
Helen McCarney	Ofsted Inspector
Sharon Waldron	His Majesty's Inspector

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