

# Inspection of Ormesby Primary School

Henry Taylor Court, Ormesby, Middlesbrough, Cleveland TS7 9AB

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Inspection dates: 10 and 11 April 2024

**Overall effectiveness** **Good**

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

The headteacher of this school is Amy Blackburn. The school is part of Ironstone Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by the chief executive officer, Carl Faulkner, and overseen by a board of trustees, chaired by Steve Elliott.

## **What is it like to attend this school?**

There has been a remarkable shift in the culture of Ormesby Primary School since the previous inspection. Pupils now understand and follow three rules; be safe, be respectful and be a learner. Staff expect the best from pupils' behaviour and efforts. Pupils rise to these expectations. They behave well. Older pupils and staff describe the school as 'a different place'.

Leaders have instilled pride and self-belief into this school community. Pupils enjoy celebrating their own successes and those of their peers. Pupils are proud of the positions of responsibility that they hold, such as monitors, librarians and playground leaders. Pupils value the reward systems in school. They work hard and enjoy spending their 'pride points'.

Pupils explain that school is a place where everyone is included. This is evident from the way that pupils interact with each other. They cooperate and enjoy playing together. Adults help pupils to manage their friendships. Pupils are encouraged to discuss and resolve any disagreements. Pupils have a strong understanding of tolerance and equality. They explain this is why bullying is not a problem here anymore. Pupils recognise what bullying is. They feel confident to report it and challenge unkindness.

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

Leaders are ambitious for the education that pupils in this school deserve. Since the previous inspection, the school has prioritised the curriculum. They have made clear decisions about what pupils will learn. They have organised content logically so that pupils can build on what they already know. The school has ensured that pupils' learning is linked to their local area; pupils learn about the local ironstone mines in history. Leaders ensure that enrichment activities bring the curriculum to life for pupils. Pupils talk with enthusiasm about video calls with scientists. They learn about different careers that they could pursue.

The school recognises the importance of reading for pupils' life chances. Phonics is taught effectively. Pupils learn to read well. Pupils who find reading more difficult are well supported to keep up. Pupils talk about the stories that they enjoy reading and listening to. This is particularly clear in the early years, where leaders make sure that the development of children's language is designed around a love of stories and books.

Older pupils have gaps in their learning from the previously weak curriculum. Leaders have thought carefully about how to identify and close these gaps. Some of these gaps are still reflected in the outcomes that pupils achieved in national tests and assessments the end of key stage 2 in 2023. However, the stronger outcomes of younger pupils, in phonics for example, show the positive impact of leaders' actions.

Teachers introduce new information clearly. They check how much pupils remember

using retrieval activities. Teachers use knowledge checkers at the end of topics to check how much pupils have remembered over time. This means that, where there are gaps for older pupils, teachers can identify these quickly. However, where pupils are more secure in their understanding, teachers do not ensure that these pupils are making sustained progress from their starting points.

The school has recently increased the focus on pupils with special educational needs and/or disabilities (SEND). Staff now have the information and training they need to support pupils with SEND to achieve well. Pupils with SEND are well-catered-for in classrooms, alongside their peers. In the early years, children with SEND are skilfully supported by adults to ensure they are learning the curriculum effectively.

Behaviour at Ormesby has been transformed. Pupils understand staff's high expectations and respond well to these. Pupils who find meeting these expectations more difficult are supported to help them make the right choices. Adults are well trained to help them give this support.

Most pupils attend well. There are still a number of pupils who do not attend school as often as they should, including disadvantaged pupils. These pupils are missing valuable learning and this has a negative impact on how well they achieve. Disadvantaged pupils do not achieve as well as their peers. Leaders have robust systems in place to promote regular attendance from pupils.

The positive changes in pupils' behaviour have been underpinned by a strong focus on pupils' personal development. Leaders have a clear vision of preparing pupils to contribute positively to society. Pupils of all ages learn important messages about equality, diversity and respect. They also understand about healthy relationships and how to keep themselves safe online. The school ensures that pupils learn about risks they might face in their community. Pupils are taught how to manage these risks, including large dogs and road safety.

Changes to the governing body have provided stronger oversight of school. Governors are now an effective source of challenge and support for school leaders. Staff talk positively about the support they receive from leaders. Staff feel that their workload is considered and that leaders value their opinions. They are optimistic about the improvements that are evident across all aspects of the school. Staff are proud to work here.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some instances, teaching is not sufficiently adapted to ensure that all pupils can make progress from their starting points, particularly higher-attaining pupils.

This means that some pupils could be moving through the curriculum more quickly than they are. The school should ensure that teachers are appropriately trained to adapt their teaching to ensure the progress of all pupils.

- Some disadvantaged pupils do not attend school as often as they should. This means that they are missing out on valuable learning and this is having a negative impact on the achievement of this group of pupils. There is a gap between the attendance and achievement of disadvantaged pupils and their peers. The school should continue to concentrate their efforts on securing regular attendance of disadvantaged pupils.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143479
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10323087
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Steve Elliott
<b>Headteacher</b>	Amy Blackburn
<b>Website</b>	<a href="http://ormesby.ironstoneacademy.org.uk">http://ormesby.ironstoneacademy.org.uk</a>
<b>Date(s) of previous inspection</b>	13 December 2023, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and the assistant headteacher throughout the inspection. They also met with the chief executive

officer, representatives from the governing body, including the chair, and the chair of the trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with the special educational needs and/or disabilities coordinator. They also met with leaders responsible for early years provision and personal development.
- Inspectors observed the behaviour of pupils at social times.
- Inspectors met with early career teachers and their mentors.
- Inspectors took account of the views of parents through the responses to Parent View, Ofsted's online questionnaire. They considered the responses to the staff survey. They also considered additional communications from parents.

### **Inspection team**

Katie Spurr, lead inspector

His Majesty's Inspector

Tim Johnson

Ofsted Inspector

Mike Smit

Ofsted Inspector

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