Inspection of a school judged good for overall effectiveness before September 2024: Ormiston South Parade Academy

South Parade, Grimsby, Lincolnshire DN31 1TU

Inspection dates: 25 and 26 February 2025

Outcome

Ormiston South Parade Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of Ormiston South Parade Academy is Kate Steward. The school is part of Ormiston Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by chief executive officer (CEO), Tom Rees, and overseen by a board of trustees, chaired by Julius Weinberg.

What is it like to attend this school?

There is a warm, caring atmosphere at Ormiston South Parade Academy. Pupils enjoy coming to this inclusive school. They are proud ambassadors for the school.

Respectful relationships across the entire school community support pupils to feel safe, valued, and confident. Staff nurture the pupils and know them very well. Pupils feel confident talking to any member of staff if they have any worries. Pupils know they will be listened to and helped.

The school has high ambitions for pupils' academic achievement, particularly in English and mathematics. Pupils work hard in lessons to meet these aspirations. This helps them to achieve very well in English and mathematics. When pupils leave school in Year 6, they are very well prepared for secondary school. This also applies to pupils with special educational needs and/or disabilities (SEND).

Throughout the school, pupils behave very well and treat others with respect. The school is calm, orderly, and purposeful. Pupils demonstrate positive attitudes to their learning. Children in the early years learn to follow the school's routines quickly. They take turns in play and in discussions and learn to listen carefully to others.

Pupils' personal development is a high priority. The school provides a thoughtful programme of wider opportunities such as adventurous pursuits on residential visits that

support pupils to become confident and resilient. Pupils enjoy the range of clubs available, particularly sporting activities.

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

The school has developed an interesting and well-resourced curriculum. In most subjects, the essential knowledge pupils should learn has been clearly identified. In these subjects, pupils build their knowledge and skills securely over time. Published outcomes at key stage 2 show most pupils achieve well. However, in a small number of subjects, the important knowledge pupils need to learn has not been identified clearly. When this is the case, teachers have difficulty emphasising the important knowledge to learn and remember, and pupils struggle to recall and connect their learning.

Pupils with SEND learn the full curriculum alongside their peers. Those who may need additional support are identified promptly. The school works well with parents and carers and specialists to establish the most suitable support based on individual pupils' needs.

The school places a high priority on pupils becoming fluent and confident readers. Phonics lessons for younger children follow consistent routines. Pupils read books that are well matched to their phonics knowledge. This helps them build their self-confidence as good readers. Pupils at risk of falling behind the pace of the phonics programme benefit from extra help to keep up with their classmates. Pupils read often and develop a love of reading and books.

The school has improved its approach to teaching the mathematics curriculum since the last inspection. Teachers ensure that pupils have opportunities to revisit important knowledge regularly. Pupils embed their knowledge securely to ensure their learning builds securely over time. In the early years, children develop strong number sense. Older pupils build on this knowledge as they develop mathematical fluency over time.

Most pupils achieve well in writing by the end of key stage 2. However, from the early years and into key stage 1, pupils are not given sufficient opportunities to practise and secure accurate letter formation. They write longer pieces before they know how to form letters correctly and often embed incorrect letter formation over time. This slows the pace at which these pupils become fluent and confident writers.

The school has taken effective steps to improve attendance. There are well-established systems and procedures in place to check on absence. Leaders monitor attendance closely and put support in place for pupils when it is needed.

Pupils' personal development runs through all aspects of school life. Staff link trips to the taught curriculum to bring learning to life. Pupils enjoy these and talk appreciatively of what they have gained from them. The personal, social and health education curriculum is carefully sequenced. Pupils talk knowledgeably about how to form healthy relationships and how to be healthy. Guest speakers teach pupils valuable skills about being safe in the community and online. Pupils show tolerance for others. They learn about equality and

are taught to understand and accept people's differences. They have a secure understanding of fundamental British values.

There is a strong team spirit amongst staff. They are positive about working at the school. Teachers appreciate how leaders help to manage their workload such as encouraging verbal feedback for pupils in class to replace some written feedback.

The school and those responsible for governance prioritise the needs of pupils. They fulfil their statutory duties effectively. The parents who shared their views during the inspection were overwhelmingly positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the essential knowledge pupils need to know has not been precisely identified. In these subjects, teachers do not know which knowledge to emphasise and revisit. This means pupils do not consistently recall and make connections in their learning. The school should ensure that the essential knowledge pupils should know and remember over time has been identified so teachers know which knowledge to focus on and pupils can learn and remember the important knowledge that will help them connect new learning to what they already know.
- The school does not ensure that the teaching of letter formation is as effective as it could be. Pupils are not given sufficient opportunities to practise and secure correct letter formation. The school should ensure that its approach to teaching handwriting gives sufficient opportunity to practise and secure correct letter formation so that pupils gain the necessary knowledge to become proficient writers.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the

last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness 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 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

Unique reference number	138846
Local authority	North East Lincolnshire
Inspection number	10346464
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	555
Appropriate authority	Board of trustees
Chair of trust	Julius Weinberg
CEO of the trust	Tom Rees
Principal	Kate Steward
Website	www.osparade.co.uk
Dates of previous inspection	12 and 13 February 2020, under section 8 of the Education Act 2005

Information about this school

- The school is part of Ormiston Academies Trust.
- The school has provision for two-year-olds.
- The school does not currently use any alternative provision.
- A breakfast and after-school club operate on site under the management of the school.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the principal, other senior leaders, school staff, members of the local governing committee, a representative of the trust and the CEO.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector 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.
- The inspector considered the responses to the online survey, Ofsted Parent View, including the free-text comments.
- The inspector considered the responses to Ofsted's online surveys for staff and pupils and spoke to some staff about their workload and well-being.

Inspection team

Tracy Duffy, lead inspector	His Majesty's Inspector

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