



Ormesby Middle School

Inspection Report

Unique Reference Number 120917
LEA NORFOLK LEA
Inspection number 280915
Inspection dates 19 June 2006 to 20 June 2006
Reporting inspector Mrs. Nichola Perry AI

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

Type of school	Middle deemed primary	School address	North Road
School category	Community		NR29 3LA
Age range of pupils	8 to 12		
Gender of pupils	Mixed	Telephone number	01493 730944
Number on roll	269	Fax number	01493 730961
Appropriate authority	The governing body	Chair of governors	Mr.Clive Sillitoe
Date of previous inspection	19 June 2000	Headteacher	Mrs. Barbara Reynolds

Age group 8 to 12	Inspection dates 19 June 2006 - 20 June 2006	Inspection number 280915
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Ormesby Middle School is smaller than most middle schools. Numbers of pupils eligible for free school meals and the level of deprivation are below average. Most pupils come from White British backgrounds, with very small numbers from minority ethnic groups. No pupils speak English as an additional language. Attainment on entry is slightly below average because of identified weaknesses in writing. Numbers of pupils entering the school in Years 6 and 7 are quite high. The proportion of pupils with learning difficulties or disabilities, including those with statements, is average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree that this is a good school. It provides good value for money. Pupils' achievement is good, particularly in science, and there have been recent improvements in mathematics. Achievement in writing is satisfactory. Pupils make good progress overall and standards in Year 6 tests and in Year 7 are at least average. Pupils are happy and enjoy school. Relationships and behaviour are extremely good. Teachers are very committed to pupils' welfare. The headteacher understands the school's strengths and weaknesses. She is well supported by senior teachers and provides clear direction for improvement. Management procedures focus on pupils' achievement and attainment and these are now assessed more frequently than in the past with data used to group pupils in English, mathematics and science. Core subject leaders are increasingly taking responsibility for monitoring pupils' progress and the quality of teaching in their area. However, systems are relatively new and data is not yet systematically used to check improvements. Subject leaders create action plans, but neither they nor governors have been involved sufficiently in creating the whole school plan. Teaching and learning are good although there are inconsistencies in the quality of marking and feedback given to pupils on how to improve their work. The curriculum is broad, with a particular strength in music. Improvements to mathematics, science and English provision have ensured clear guidance and expectations for staff, leading to improved teaching and learning. There has been good improvement since the last inspection, especially in information and communication technology (ICT) provision and standards. Recent good initiatives show that the school has good capacity to improve further.

What the school should do to improve further

- Raise standards in writing across the school with a particular focus on helping pupils to write confidently in a range of styles.
- Ensure all subject leaders fully use the school's tracking system to monitor standards and achievement in their areas of responsibility.
- Ensure that staff and governors become more involved in strategic planning, monitoring and evaluation of provision.

Achievement and standards

Grade: 2

Pupils' attainment on entry in Year 4 is a little below average, mainly in writing. A significant number of pupils were admitted directly into Years 6 and 7 last year. Achievement is good overall. Typically pupils make good progress and achieve at least average standards in Year 6 tests and by the end of Year 7. Overall results in Year 6 tests have been broadly average for the last two years. However, science results have improved significantly and were above average in 2005, with well above average results at the higher level 5. In mathematics too, a good proportion of pupils achieved level 5. Analysis shows that a dip in the 2005 English results was due to weaker writing skills which resulted in fewer pupils achieving the higher Level 5 than in the other core

subjects. Consequently, the school has focussed its efforts on improving writing. Targets for Year 6 tests in 2005 were challenging but they did not take account of the significant numbers of pupils joining at Year 6. Even so, the proportion achieving Level 4 or better in English exceeded the school's target in 2005, although that for the higher level 5 did not. Neither target was achieved in mathematics. Currently, progress for all pupils in 2006 is good throughout the school. Targets for 2007 are appropriately challenging and the school is confident that these will be achieved.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Attendance is average. Pupils are mature and appreciate responsibilities given to them and being treated as young adults. Pupils are very good at working independently and sustaining effort and interest. They are willing to answer questions and participate in discussions. They are also very good at working together and helping each other. Provision for pupils' spiritual, moral, social and cultural development is good. Assemblies provide good opportunities for pupils to reflect on their own lives and the lives of others. Music and dance contribute well to their spiritual development. Pupils have good understanding of their own culture and that of others. They enjoy learning and are fully aware of how to keep themselves safe. They are knowledgeable about the need to eat healthily and take regular exercise. Pupils contribute well to their community and regularly raise money for charities. The recently introduced school council provides a good forum for pupils' views and has brought about several changes to the school environment, such as the canopy for outside dining and much needed improvements to the toilets. School councillors are proud to represent their classmates and take their responsibilities very seriously. Other pupils value the school council highly. Pupils are acquiring skills needed to contribute to their future economic prosperity satisfactorily.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Staff are effective at creating an atmosphere where pupils become confident learners and want to do well. The supportive environment and particularly good relationships encourage pupils to ask for help when they need it. Good pace in lessons and high expectations result in good behaviour and attitudes which form a secure basis for learning. Teaching gives pupils a clear picture of the purpose of lessons and recent developments in planning, particularly in mathematics, are enhancing the rate of progress and raising standards. Most lessons observed were good and occasionally outstanding. This reflects recent developments such as the placing of pupils into ability groups for English and science in Year 6. Pupils are already set for mathematics through out the school and in all these subjects in Year 7. Teachers now target teaching more effectively, thereby better meeting pupils' needs. However, these recent improvements in teaching and the curriculum have not yet had a full

impact on progress or standards. High expectations extend to setting homework which is of a particularly good quality, and enhances progress. Support staff contribute well to learning, particularly for pupils with learning difficulties, so that their progress is good. Learning is enhanced through good use of ICT across many subject areas. Although good in some areas, assessment needs further development. Targets to guide the rate of learning and progress are not set for individuals or groups. Marking is inconsistent. At its best, pupils have a clear understanding of what they have done well and how to improve, but frequently, it is bland and unhelpful in guiding pupils towards the next steps in their learning.

Curriculum and other activities

Grade: 2

The curriculum is broad, balanced and effectively planned. Pupils enjoy lessons because activities are interesting. More effective monitoring and evaluation of standards have identified areas for improvement in English and mathematics and staff have recently adapted the curriculum accordingly. Planning for mathematics is particularly good. Staff have recognised the need to improve pupils' writing and have a clear plan for improvement. The curriculum reflects the local area well and good cross-curricular links are made between subjects such as art and religious education. Provision for pupils' personal, social and health education is good, as is the citizenship programme for Year 7 pupils. Since the last inspection, significant improvements have been made to the ICT curriculum and resources, leading to improved teaching styles, good progress and higher standards. ICT is used well across the curriculum. The curriculum is enriched with a good variety of educational visits, and visitors to the school share their expertise to widen pupils' understanding. There is a good range of extra-curricular activities with particular strengths in music and physical education. Music provision is particularly strong through performances of the choir, orchestra and other musical groups.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Arrangements to ensure pupils' safety are good and are applied rigorously by all staff. Pupils' personal, social and emotional development is supported well. They trust their teachers and are confident to approach them with any problems. Support for lower attaining pupils and those with learning difficulties and disabilities is good. Gifted and talented pupils are identified and their needs well catered for. Arrangements to monitor pupils' academic progress are satisfactory because the setting of individual targets for improvement is not yet fully developed.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, ably supported by her deputy and other senior staff, provides good leadership and clear direction for improvement

and raising standards. The school's focus on improving behaviour and teaching, tailoring the curriculum to meet the school's needs, and creating a system for tracking pupils' progress, is leading to greater effectiveness and accountability at all levels of leadership. Staff and governors have worked hard together and are committed to the school's continuous improvement. Self-evaluation is accurate and shows good understanding of the school's strengths and weaknesses. Pupils' and parents' views are gathered; they are generally positive, and their views are acted on. Senior staff have produced clear and detailed action plans for improvement. The school improvement plan addresses key areas for development well but doesn't fully reflect many of the effective developments the school is making. The plan has been shared with staff and governors, who are now becoming more involved with its implementation and review. Staff have clear guidance on what is expected of them regarding subject development, planning, tracking pupils' progress and monitoring their work. The school is developing good strategies for raising standards further that are having an impact. But some aspects of the work of subject leaders need developing further. For example, they are not using the well designed tracking system fully to monitor standards in their subjects. Governance is satisfactory. Governors' roles, responsibilities and their confidence are developing well under the good leadership of their chair. They are well informed and have begun to ask more challenging questions as a result of training that is bringing increased rigour to their role. They visit the school regularly to develop links with individual subjects and to monitor some lessons. Improvements since the last inspection, along with developments in governance, management and the curriculum, show that the school has good capacity for further improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We enjoyed visiting your school and meeting you all. Thank you for talking to us about school and your work. It was clear to us that you are happy at school and are keen to learn. Your school has a good atmosphere that helps you to make good progress and to develop well as young people. The teachers have worked hard to make lessons interesting and useful. We saw some good lessons where you learned a lot. You enjoy lessons, especially those where you can learn for yourselves, and you try hard. Your teachers listen to you and take good care of you. We were pleased to hear that there is little bullying and we were impressed by the fact that you get on well together and look after each other. You behave well and are very mature. It is not surprising that your teachers are proud of you. Mrs Reynolds knows what needs to be improved and the subject leaders are now more involved in checking the quality of what you are learning and planning improvements. However, some things at your school could be even better. We would especially like to see your writing improve, not only in English but in all other subjects. The progress that you make is improving because teachers now assess your work more regularly and provide extra help to those who need it. We have asked the school to use assessment records even more to check that all of you are doing as well as you should, especially in English, mathematics and science. We wish you well in the future.