



North Ormesby Primary School

Inspection Report

Unique Reference Number 111588
Local Authority Middlesbrough
Inspection number 288994
Inspection dates 23–24 January 2007
Reporting inspector Wendy Ripley HMI

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

Type of school	Primary	School address	James Street
School category	Community		Middlesbrough
Age range of pupils	3–11		TS3 6LB
Gender of pupils	Mixed	Telephone number	01642 247985
Number on roll (school)	230	Fax number	01642 240942
Appropriate authority	The governing body	Chair	Mrs Carolyn Halpin
		Headteacher	Mrs Christine Kemp-Hall
Date of previous school inspection	1 February 2003		

Age group 3–11	Inspection dates 23–24 January 2007	Inspection number 288994
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

North Ormesby is an average sized primary school in a social priority area with high levels of unemployment and deprivation and low educational attainment. Most pupils enter the school with attainment levels well below national expectations, particularly in their personal and social development and speaking and listening skills. Pupils are mainly of White British background although since May 2006, the number of pupils speaking English as an additional language has increased from 0 to 18. This number is below that normally found in primary schools but includes 11 nationalities, eight different languages and several asylum seekers. The proportion of children identified as having learning difficulties and/or disabilities is very high as is the number of pupils entitled to free school meals. The number of pupils who leave or join the school other than at the start of the school year is also higher than found nationally. The school has recently been through an unsettled period with changes in many key members of staff and major regeneration in the area resulting in falling rolls. At the time of this inspection the headteacher had been in post for two weeks; the school had been led by an interim headteacher during the previous term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

North Ormesby is a good school which provides a warm, welcoming and supportive environment for its pupils. The school promotes equality of opportunity well because it welcomes pupils of different nationalities and addresses pupils' needs well. The newly appointed headteacher, whilst only in post for two weeks at the time of this inspection, has begun to get to grips with the key issues. Her quickly established insight and understanding of the school and its current position have already earned her the full support of staff and governors and a place in the heart of the pupils.

Standards at the end of Year 6 are below average; relative to their starting points pupils make good progress. On entry to the Nursery, children have very low skill levels but effective provision ensures they make gains. Throughout the school pupils achieve well due to good teaching and learning and good targeted support. Pupils achieve better in reading and writing than in mathematics. The curriculum meets national requirements and provides well for basic skills. It is enriched by a range of additional activities which are mainly sports related. The school recognises that the curriculum can be further enhanced and is working towards developing a broader curriculum and considering how it might best introduce extended provision to further benefit pupils and the community.

Pupils' personal development is outstanding. The excellent provision contributes hugely to ensuring that pupils are very well behaved, confident and courteous young people who make an important contribution to their school and wider community. They are interested and knowledgeable about the world beyond their school gates. Pupils say they like coming to school because they enjoy learning and have good relationships with their teachers who help them to do as well as they can. All groups of pupils feel secure and cared for. When asked how they would like to be described, pupils said they would like to be thought of as 'hardworking, kind and well behaved'. The school manages the small number of pupils with emotional and behavioural difficulties very effectively so that there is minimum disruption to the learning of others.

Overall, the school has successfully addressed the areas for improvement identified in the last inspection report. However, attendance, whilst improved, remains below average. The school is carefully monitoring the punctuality of a minority of pupils and works well with other agencies to tackle this issue. The school safeguards children well, using a secure access system on a site which is difficult to protect because it has three separate buildings, each with several external doors. The majority of parents are very positive about the school and supportive of it. However, some find the security system unwelcoming. The school is aware of these concerns.

What the school should do to improve further

- Build the capacity of school leaders at senior and subject level to further drive up standards and monitor and evaluate progress.

- Press forward quickly with plans to develop a broader curriculum and extended provision.
- Improve attendance.

Achievement and standards

Grade: 2

On entry to the Nursery, children have communication and language skills lower than those expected for their age. By the age of 11 standards are below average, but the majority of pupils have made significant gains and their progress is good. Good teaching, effective learning support and a strong focus on the development of basic skills has resulted in standards showing an upward trend. An increasing number of pupils are on target to achieve the higher levels in reading, writing and mathematics. Overall, pupils do better in reading and writing than in mathematics.

In lessons tasks are well matched to pupils' needs as a result of the improved use of assessment and target setting. Pupils with learning difficulties make good progress because their needs are identified quickly, support is targeted effectively and there is good liaison with support services.

Personal development and well-being

Grade: 1

The school provides a wide range of innovative activities and opportunities for pupils to develop their personal skills. Pupils respond to these very well. As a result their personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils' self-esteem is high and they are confident, courteous and friendly when talking to adults and each other. They are compassionate and considerate to the needs of others and enjoy working together on tasks. Pupils' behaviour in lessons and around school is very good overall. Pupils support the new behaviour plan and particularly like 'thumbs up, thumbs down' and the 'golden corner'. They understand how the system works and report that the school has already become a better place to be because of it.

Healthy lifestyles are important to the pupils. They look forward to the assembly on Fridays when the class with the most healthy-eating points is rewarded with a large bowl of fruit to share. Pupils have a good understanding of safety issues. For instance Year 6 pupils were very keen to explain how they are making an important contribution to 'their community and country' by learning first aid and resuscitation. Pupils in the school council are good ambassadors for their classes and school. They talk knowledgeably about a variety of developments around the school. For example, explaining how older pupils help out at lunchtimes and include all in the safe management of break times and why this is important.

Attendance rates have improved slightly since the last inspection but continue to remain below the national average. The punctuality of a minority of pupils is poor.

The school works well in partnership with the Education Welfare Service and other support agencies to address these issues.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall with some outstanding features. Teaching and support in the Nursery is good, ensuring that language skills are developed as a priority. Groups of children are given good targeted support, and speaking and listening are a priority incorporated into all areas of learning. In the Reception class planning is becoming more consistent, as is the organisation of the learning opportunities throughout the day. Children leave the Nursery with some phonic knowledge and this is built upon in the Reception class. However, the rate of progress in phonic knowledge and its application through reading and writing, could be accelerated. Teachers throughout the school show good subject knowledge and understand how pupils learn. Lessons are imaginative and are planned to support the needs of all groups of learners. Assessment information is used to underpin planning and teachers target additional support to pupils with learning difficulties, as well as those who are working below the average for the class. The quality and deployment of teaching assistants are strengths. They have good relationships with the classes they work with and provide a valuable additional resource. Throughout the school, pupils enjoy lessons, are confident about their task requirements and engage positively with each other and with adults. They collaborate well, taking turns and helping each other in paired work. They work well independently. Marking is good in most classes. In the best examples, in Year 2 and Year 6, pupils are given very clear feedback on the good aspects of their work, as well as clear guidance on ways to improve.

Curriculum and other activities

Grade: 3

The quality of the curriculum is satisfactory. Statutory requirements are met. There is an emphasis on personal, social and health education. Interactive whiteboards are used as a teaching and learning resource in the classroom. They are also used well independently by pupils during lessons. As yet there is little opportunity for pupils to use computers in the classroom due to a lack of resource outside of the designated information and communication technology (ICT) room. The curriculum is well matched to pupils' needs and there is additional teaching for groups of pupils who have learning difficulties. The provision for children in the Foundation Stage is good with all areas of learning covered well, although standards in knowledge and understanding of the world and in writing are lower than other areas of learning. In Years 1 to 6, the school is following a two year rolling programme for foundation subjects. The school plans to develop a programme for each year group and a broader curriculum now that classes have become single rather than mixed age. The school currently provides some enrichment and out-of-school activities, such as a breakfast club and a good variety

of sports and physical activities for Years 1 to 6. It makes good use of external coaches and provision within the local community such as 'dramography'. The staff are planning to develop more extensive provision to benefit the pupils and the community.

Care, guidance and support

Grade: 2

The school's good care, guidance and support for pupils have some strong features. Adults monitor the pupils' personal development and academic progress and work effectively with other agencies. Vulnerable pupils and those with learning difficulties and/or disabilities are quickly identified and effectively supported. Support for pupils learning English as an additional language is satisfactory. Pupils' opinions and contributions in lessons are listened to and valued. They report that they feel safe and know that adults within the school will help them. Diversity is celebrated and is reflected in the many good displays around the school including those produced during the whole school art week activity: 'round the world'. Whilst bullying and racism rarely occurs pupils report that when it does, it is dealt with quickly and appropriately by staff.

The robust and necessary security system is proving to be a barrier for some parents to engage with the school. Whilst the school is not able to compromise on children's safety, it is actively planning to provide a more 'family friendly' environment.

Leadership and management

Grade: 3

Senior staff know the school well. The robust monitoring of actions and accurate self-evaluation inform the priorities in the school's development plan. The school has been through a significant period of upheaval with changes in several key members of staff and leadership recently. Staff have been very well supported by, and benefited from, the contribution of the link advisors and an additional support programme. Strong teamwork between teachers and teaching assistants has provided stability for the pupils.

Since taking up her appointment at the beginning of January, the new headteacher has moved swiftly to build strong and effective relationships with staff, to build morale and to identify priorities for action and attention. Staff are optimistic about their ability to move the school forward but also recognise there is a need to build the capacity of school leaders at senior and subject level in order to drive up standards further and to monitor and evaluate progress.

Close partnerships with other agencies such as link advisors and the pupil support service ensure that the school includes all children in the full range of provision and activities. The governing body, recently up to full complement, makes a good contribution to the life of the school. The chair and vice chair are working at a fast pace to develop the capacity of the governing body to enhance support and challenge to the school. Financial management is secure and resource deployment is good. The

school offers satisfactory value for money and through demonstrable improvement, well considered priorities and a cohesive team approach, shows good capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

North Ormesby Primary School

James Street

Middlesbrough

TS3 6LB

23 January 2007

Dear Pupils

As you know, Mrs Taylor and I visited your school recently. We wanted to say a big thank you to you all for helping us and making us feel so welcome. We really enjoyed meeting you and talking to you in your classes and around school. We are pleased to tell you that we agree with you and think North Ormesby is a good school. This is because all of the adults look after you very well, teach you well and provide interesting things for you to do in lessons and through other activities like 'wake up shape up' and 'heartstart'. These all help you to enjoy your learning and make lots of progress. You all help too because you like coming to school and try as hard as you can. You are also keen to help make decisions about your school and take on responsibility and you are kind and considerate pupils who look after each other. Here are some of the other things we found out.

- Your behaviour in lessons and around schools is very good – how fantastic! You understand the red and yellow card system and think it is fair. Also, you really like the 'golden corner' and using 'thumbs up, thumbs down'.
- You know how important it is to have healthy lifestyles and to keep yourself and others safe. You are all brilliant at eating healthy food and you are helped to do this by the tasty school dinners you have, and because you bring healthy things in your packed lunches. You told us that collecting healthy eating points for your class so that you can try and win the fruit bowl each week is very important to you.

We also found some things that can be better in your school and we have asked the headteacher and all the staff to sort these out. These are the things they need to do:

- help you get even better at reading, writing and mathematics
- put into place the plans they have to improve the curriculum
- improve your attendance.

You can help too by continuing to behave so very well, working hard at all times, making sure you come to school every day and arrive on time. We are sure you understand how important this is, because if you have time off school or are often late you can fall behind in your learning. Also, it's not fair to interrupt the other pupils when you arrive late.

The main thing is to really believe in yourselves because you are special. You deserve to do well and you really CAN! Thank you again for being so friendly. We liked you, your school and your staff so much we left with big smiles on our faces.

Best wishes

Wendy Ripley, Her Majesty's Inspector of Schools