

# Ormesby School

## Inspection report

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<b>Unique Reference Number</b>	111741
<b>Local Authority</b>	Middlesbrough
<b>Inspection number</b>	289041
<b>Inspection date</b>	26 June 2007
<b>Reporting inspector</b>	Cathryn Kirby HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	842
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Adamson
<b>Headteacher</b>	Mr Colin Algie
<b>Date of previous school inspection</b>	1 January 2003
<b>School address</b>	Stockwith Close Netherfields Middlesbrough TS3 0RG
<b>Telephone number</b>	01642 452191
<b>Fax number</b>	01642 463018

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<b>Age group</b>	11–16
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## Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

## Description of the school

Ormesby School is a smaller than average secondary school situated in Middlesbrough. The majority of pupils come from an area of higher than average socio-economic deprivation. The proportion of pupils eligible for free school meals is well above average. Few pupils are from minority ethnic backgrounds or speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is higher than average. Since the last inspection the school has been successful in achieving specialist status in engineering.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

At the heart of Ormesby school is a strong ethos of care. Visitors are struck by the calm and welcoming atmosphere. The school provides a satisfactory standard of education with the quality of care and pastoral support being significant strengths. The headteacher has worked hard and successfully to create a strong sense of community. His strong commitment to inclusion has ensured that all pupils, including the most vulnerable, are well cared for and valued equally. The higher than average proportion of pupils with learning difficulties and/or disabilities thrive in this nurturing environment. As a result these pupils make good progress. Parents are overwhelmingly satisfied with the standard of education and care provided for their children.

Standards are below average. Standards in English attained by 16 year olds have been slow to improve since the last inspection. Overall pupils make satisfactory, if uneven progress, given their starting points. Pupils make most progress in Key Stage 3, where the teaching approach and the support of teaching assistants cater effectively for pupils' needs. At Key Stage 4 some mismatch of curriculum to pupils' abilities, together with the weak literacy skills of many pupils, slows their rate of progress. The school has already begun to develop the curriculum for 14 to 16 year olds and establish strategies to improve their literacy for learning. Teaching and learning are satisfactory. The school recognises that teaching and learning styles have the greatest impact at Key Stage 3, particularly in relation to the use of additional adults.

Care, guidance and pastoral support are strengths of the school. On site, multi-agency working ensures individual needs are well met. Well-established links with primary schools underpin effective transition arrangements. Year 7 pupils experience a secure start to their secondary education. Informal links with the neighbouring special school have extended learning opportunities for a number of disabled young people. Pupils are on the whole, polite and friendly to visitors and teachers. Their moral and social development is good. Relationships across the school are cordial.

Attendance is broadly in line with the national average. The school has done well to make this improvement from the low attendance figures at the time of the last inspection. Accommodation has been improved. The school now has specialist rooms and resources for teaching information and communication technology (ICT) and design technology, and a new library. Changes in staffing since the last inspection, some as recently as this school year, have addressed concerns in English and science and have supported plans to improve literacy. This together with a recent restructure of management arrangements means the school is better placed to address the remaining concerns around whole-school literacy and standards in English at Key Stage 4. The school has achieved specialist status in engineering since the last inspection. This has broadened the curriculum, although the impact of specialist status at whole-school level has been more limited.

Senior leaders have worked to develop systems to monitor and evaluate the quality of provision and identify areas for development. These systems need to be sharper if the school is to achieve greater consistency in tackling things which need improving. Lines of accountability are clearly understood by managers at all levels. However, more rigour is necessary when checking that actions intended to improve provision are being implemented consistently. The school recognises that these are areas for further development and has the necessary capacity to improve.

## What the school should do to improve further

- Raise standards, particularly in English at Key Stage 4.
- Establish a whole-school approach to the development of literacy skills, including speaking, writing and reading, particularly at Key Stage 4.
- Ensure that the actions intended to improve provision are implemented consistently and that the outcomes of these actions meet clearly understood success criteria.
- Increase the rigour with which managers at all levels are held to account for their actions.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards are below average. Pupils make satisfactory progress between the ages of 11 and 16. In Key Stage 3 pupils make the greatest gains and by the age of 14 have made good progress relative to their attainment on entry to the school. This momentum slows between the ages of 14 and 16 where weak literacy skills become a greater barrier to success on more academic programmes. The proportion of pupils gaining the equivalent of five A\* to C grades doubled between 2004 and 2006 as a result of some broadening of the curriculum. However, when mathematics and English are included gains are modest and improvement too slow. The school's assessment information suggests that standards in English are set to rise in 2007.

## Personal development and well-being

### Grade: 2

Ensuring the well-being of every pupil is paramount. Pupils feel safe and secure and enjoy coming to school. The vast majority behave well. Their polite and courteous attitude to visitors makes them a credit to their school and their community. The school's behaviour policy and effective use of the seclusion unit and learning zone have contributed to the low exclusion rate. Pupils say bullying is rare and if it occurs they know who to turn to. Their personal development is good with an appropriate range of enrichment and after-school activities enhanced by extended school status. When pupils talk about what they enjoy, opportunities to participate in sport during and after school feature prominently.

## Quality of provision

### Teaching and learning

#### Grade: 3

Strengths of teaching are the good relationships in classrooms and activities which encourage pupils to participate in lessons. The majority of pupils behave well and attitudes to learning are generally positive. However, some lessons would benefit from greater challenge, particularly for the more able pupils and, on occasion, faster pace. All lessons are planned to a common framework but the quality of planning to ensure all pupils make at least good progress is too variable. The quality of teaching would benefit from a more structured approach to the sharing of best practice.

## **Curriculum and other activities**

### **Grade: 3**

New specialist accommodation, resources, and a more coherent curriculum means that ICT provision is now satisfactory. The curriculum at Key Stage 3 meets the learning needs of pupils well as is confirmed by the good progress they make up to the age of 14. New courses at Key Stage 4 are starting to meet pupils' needs more effectively. The school is working to strengthen links with external training providers and local employers to further extend the range of vocational course options.

## **Care, guidance and support**

### **Grade: 2**

Good quality care is at the core of the school's work. Staff know the pupils well. A coordinated, multi-agency approach based in school is effective in supporting all pupils including those with the most complex needs. The school is very aware of the individual support and care needs of pupils before they enter Year 7 through strong links with primary schools. Hence, appropriate support strategies are established from day one. A current focus of the school's development work is to improve the impact of learning support at Key Stage 4 to match that in the earlier key stage. The school meets all necessary requirements for child protection.

## **Leadership and management**

### **Grade: 3**

The headteacher's strong commitment has been instrumental in establishing the school's caring ethos. A management restructure has clarified responsibilities and lines of accountability. New appointments have provided stability and added to capacity to drive improvement. Whole-school systems for self-evaluation, monitoring and action planning for improvement are established. However, these are not sufficiently robust to achieve the consistently good outcomes to which the school aspires. Senior leaders plan to address this as the next step in the school's upward journey. In all they do, governors demonstrate a strong commitment to the school and its pupils.

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## Annex A

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3
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

27 June 2007

Dear Pupils

Inspection of Ormesby School, Middlesbrough, TS3 0RG.

Thanks to those of you who spoke to us and shared your views about school during our recent visit. We think Ormesby School is a pleasant, friendly place to work and learn and provides a satisfactory standard of education with a number of good features.

Mr Algie has worked very hard to make your school a welcoming place where you can learn in a safe and caring environment. All the staff and adults at school take good care of you. You told us relationships with your teachers are good. What we saw confirmed this. In Key Stage 3 you are well supported and make good progress. The school recognises these successes and is working to develop the support for learning in Key Stage 4, so that more of you achieve five A\* to C grades including English and mathematics. These two core subjects are really important for your future success. Employers and admissions tutors at college and university will be interested to know how well you do in these subjects.

We were impressed by your polite and courteous attitudes to visitors. Your good behaviour is a credit to your school and to Middlesbrough.

We have asked staff to make your school even better by:

- increasing the number of pupils who gain grade C in GCSE English and achieve five A\* to C grades including English and mathematics
- supporting all of you to develop your skills of speaking, reading and writing, so that you are really well prepared for the world of work or further education
- checking that all the work your teachers do to improve school really makes a difference.

Since the school was last inspected attendance has improved significantly. Well done! – keep that upward trend going.

Best wishes

Cathy Kirby

Her Majesty's Inspector