

Ormesby Primary School

Inspection report

Unique Reference Number	111629
Local Authority	Redcar and Cleveland
Inspection number	301688
Inspection dates	10–11 October 2007
Reporting inspector	Gianna Ulyatt

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	334
Appropriate authority	The governing body
Chair	Mr Steve Elliott
Headteacher	Miss Tracy Clarvis
Date of previous school inspection	1 March 2003
School address	Henry Taylor Court Ormesby Middlesbrough TS7 9AB
Telephone number	01642 314430
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is above average in size and is situated in an urban community. Most pupils live outside the immediate locality and come from areas of social disadvantage. The proportion of pupils eligible for free school meals is broadly average. Almost all pupils are from White British families. The number of pupils who have learning difficulties and/or disabilities is below average. Skills and knowledge on entry to the school are well below that which is typical of three-year-olds especially in personal, social and emotional development, communication skills and early mathematical skills. The school offers a breakfast club and a number of after-school clubs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school where the education, care and well-being of its pupils are at the heart of its work. The headteacher provides good leadership and with the support of a vibrant senior leadership team she is determined to raise standards. The improvements to the way teachers analyse pupils' work and assess their progress are raising levels of achievement. Parents fully appreciate the impact the school has on their children and several write positive comments such as, 'I have great faith in this school giving my child the right balance of social education and emotional skills for her to lead a fulfilled life'.

Pupils' personal development is good with outstanding features. Pupils take a key role in decision making and the school values their views. Relationships are very good and pupils work hard and thoroughly enjoy coming to school. The school has significantly improved attendance and it is now average. The strong attention given to personal, social and health education ensures pupils know exactly how to keep healthy and stay safe. Pupils willingly support local and national charities and show good care for their local environment.

Standards are broadly average. A decline in progress in Key Stage 2 over the past two years has been halted and pupils throughout the school are achieving well. When children start in the Nursery, their level of skills are well below that which is typical for this age group. They make good progress and by the end of Year 6, standards are broadly average, although more able pupils do not achieve as well as they could. The 2007 results of assessments at the end of Year 2 show that standards are broadly average. The same is true in the national tests at the end of Year 6 in English and science, but in mathematics standards are below average. Pupils with learning difficulties and/or disabilities make good progress.

The quality of teaching and learning is good. Pupils are very clear about what they are learning and what is expected of them. Good relationships encourage them to work hard, collaborate well and try their best. The lack of progress in the past has been remedied, particularly at the lower end of Key Stage 2, and current data clearly shows pupils are making good progress. The effective curriculum supports pupils' personal development well and motivates them to succeed. The outstanding programme of enrichment inspires pupils to look beyond their horizons. The school provides good levels of care and pupils work in an environment where they feel safe, valued and supported.

Leadership and management are good. Since her appointment to the school, the headteacher has placed strong emphasis on professional development to enable teachers at all levels to develop their management skills. As a result, most teachers play an active role in improving and enhancing the work of the school. The school clearly knows what the priorities are and what it has to do to achieve its aims. Governors are well informed, loyal and fully involved in the life of the school. They are very supportive in helping the school move forward. With good provision and good outcomes, the school offers good value for money.

Effectiveness of the Foundation Stage

Grade: 2

The quality of provision in the Foundation Stage is good and children get off to a good start. The attractive surroundings and happy atmosphere ensure children feel safe and secure. The Foundation Stage manager is a good leader who has a clear picture of how to improve provision further. Approachable staff, good induction procedures and informal newsletters mean that

parents are well informed and make good relationships with staff. Children gain in confidence, share toys and play happily together. They are prepared well for Key Stage 1 and ready to learn because they make particularly good progress in personal, social and emotional development. Children are encouraged to develop independence and make their own decisions. However, not all opportunities are taken for them to practise their letter sounds, numbers and early counting skills both indoors and in the outdoor area.

What the school should do to improve further

- Improve standards in mathematics.
- Improve achievement for the more able pupils.
- Provide more opportunities for Foundation Stage children to practise early number and counting skills and letter sounds.

Achievement and standards

Grade: 2

Standards are broadly average and pupils' achievement is good. Children get off to a good start in the Foundation Stage and by the time they begin Key Stage 1, children have reached the level expected for their age in most areas, except in their knowledge of letter sounds and early number skills. Good progress continues and by the end of Key Stage 1, standards are broadly average. In the past, progress slackened off at the beginning of Key Stage 2 and picked up again in Years 5 and 6. However, due to the good direction of managers, who have accurately targeted the issues which have contributed to recent underachievement, inspection evidence and school data indicate an improving picture of good progress throughout Key Stage 2. The school's results in the national assessments in 2006 and 2007 showed that standards in English and science were being maintained and were in line with the national picture. In mathematics attainment dipped slightly to below average in 2007 although the targets set for the school were met. The more able pupils do not achieve as well as they should and very few reach the higher level by the end of Year 6. Pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 2

Personal development and well-being are good with some outstanding features. Pupils are proud of their school and talk with enthusiasm about the opportunities and responsibilities they are given; some are playground buddies, prefects and house captains. The school council is involved in staff appointments. Pupils feel safe and one commented, 'it's like being in a family here'. Relationships are good and as a result, pupils are well behaved and proud of their school. They enjoy learning, developing new skills and taking part in the wide range of learning opportunities and activities that the school provides. This, along with the best efforts of the staff, helps to explain why attendance has risen dramatically over the past year and is now average. Community involvement is embedded in the school's work and pupils willingly raise money for those in need. Successful assemblies help promote pupils' good spiritual, moral, social and cultural development and pupils show good levels of self-esteem and confidence because their efforts and achievements are valued and rewarded. Pupils make healthy choices at lunchtime and participate with enthusiasm in physical activities. These benefits, along with their achievements ensure they are soundly prepared for their future.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. The consistent approach to ensure pupils are learning is having a positive impact on accelerating progress and reversing the recent trend of underachievement. Teachers typically use interactive technology boards effectively to focus pupils' attention and to stimulate learning. Learning objectives and success criteria are clear and planning comes to life in the range of activities offered. Pupils' work is rigorously marked, helping them to understand what they need to do next to improve. Pupils know how much they are valued by their teachers and, as a result, they respond well to the level of praise and stimulation and consequently learning is enjoyable. In the most successful lessons, teachers use their knowledge of pupils' progress to challenge them well. In less effective, but overall satisfactory lessons, the pace of learning is slower. Here, long introductions reduce opportunities for pupils to speak and impedes the opportunity for them to apply and develop their skills and knowledge. Teaching assistants are a strength, working effectively alongside teachers and contributing significantly to the quality of pupils' learning. While pupils are regularly assessed, the outcomes from these are not always consistently applied. As a consequence, the more able pupils in some classes, and ability groups, are not fully challenged by the work given to them.

Curriculum and other activities

Grade: 2

The curriculum is being modernised and reorganised to provide more opportunities for skills development. While this is taking place the school still has a good curriculum with outstanding features which instil positive attitudes in pupils and motivates them to succeed. Cross-curricular links between subjects are very effective and enable pupils to develop and apply an array of skills. Information and communication technology is a very strong feature and is used effectively to support learning in all subjects. Art and design is also a highly valued subject which contributes positively to a very colourful school environment. All pupils learn French and there is a strong emphasis on musical activities which give pupils a sense of pride and accomplishment. Personal, health and social education provides valuable support to the curriculum and is used effectively to encourage respect and raise expectations. An outstanding programme of enrichment is available to pupils of all ages. After-school clubs such as drama, chess and football are well attended by both boys and girls. Educational trips and visitors provide very good first-hand experiences and add interest to pupils' learning. An eco-school programme has involved pupils in redesigning areas of their school and raised their awareness of ecological issues.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Safeguarding systems meet national guidelines and risk assessments are in place to ensure the health and safety of children. Good use is made of external agencies to safeguard pupils' welfare or support those who are vulnerable or who have emotional and behavioural difficulties. The school has recently developed an excellent system to track the performance of pupils and highlight those whose progress has stalled or who are not meeting the targets set for them. However, this system is not being used consistently in all classes to ensure that work is planned appropriately for all pupils. Therefore some pupils, especially the more able, do not achieve as well as they could.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, who is well supported by the senior leadership team, provides thoughtful direction for the work of the school. The care of its pupils and the improvement of standards are central to its vision. School leaders have worked determinedly to improve the way assessment procedures are carried out. The checking of assessments has been tightened, particularly in English, and data is analysed in great detail to track pupils' progress and set challenging targets for them. The outcome of this effective work is beginning to pay off and attainment is rising, especially in writing. Senior staff have been fully involved in evaluating the school and all wholeheartedly support the thorough improvement plan which is tightly focused on raising standards. Subject managers have received training and give a clear lead in improving provision in their subjects. Issues from the last inspection have been fully addressed and the school has good capacity for further improvement.

Governance is good. Knowledgeable governors, who are very loyal to the school, are well informed and very supportive. They evaluate the work of the school and are very clear about what is done well and what needs to be improved.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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

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?	2
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

12 October 2007

Dear Pupils

Inspection of Ormesby Primary School, Redcar and Cleveland, TS7 9AB

Thank you for making me very welcome when I recently visited your school with two other inspectors to see the work you are doing. Yours is a good and improving school. I was very impressed with the high quality art work displayed around the school. It was good to see you making healthy choices at lunchtime and I can tell you really enjoy sport. The school council certainly makes sure your ideas are heard and the Eco Warriors are helping to protect your environment. The teachers really care about you and I know you like school because more and more of you are making sure you come each day. Well done!

I was very impressed to see how hard you work in lessons and how well you discuss your ideas with classmates. Standards are improving in your school and will continue to do so if you keep this up. Your writing is certainly getting better.

Your school is now going to work on:

- making sure those of you who could reach higher standards do so
- raising standards in mathematics
- making sure that the children in Nursery and Reception get more chances to practice letter sounds and numbers. Perhaps you could help them by playing games with them at playtime?

On behalf of the inspectors, I hope you continue to enjoy the interesting activities the school plans for you. I wish you good luck for your future and remember the harder you work the better your chances will be in life.

Yours sincerely

Gianna Ulyatt

Lead inspector