

# Ormesby Village Infant School

## Inspection report

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<b>Unique Reference Number</b>	120840
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313761
<b>Inspection dates</b>	26–27 February 2009
<b>Reporting inspector</b>	Jill Bavin

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	113
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Clive Sillitoe
<b>Headteacher</b>	Ms Lucy Bates
<b>Date of previous school inspection</b>	4 July 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Spruce Avenue Ormesby St Margaret Ormesby Great Yarmouth Norfolk NR29 3RY
<b>Telephone number</b>	01493730298

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<b>Age group</b>	4–7
<b>Inspection dates</b>	26–27 February 2009
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**Fax number**

01493 733810

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Ormesby Village Infant school is smaller than most schools of its type. Children in Years 1 and 2 are taught in three mixed age classes. There is a privately managed pre-school on site, which also provides a breakfast club and after school club. This provision was inspected separately. The provision for the Early Years Foundation Stage is through the school's Reception classes. Children start school in the September after their fourth birthday.

Several families have seasonal work, which means they take family holidays during term time. Most children come from White British families. Very few children from minority ethnic groups are learning English as an additional language. Over recent years, the school population has changed and the proportion of children with identified reasons for finding learning hard is above average. Currently there are far more children with statements of special educational needs than is typical nationally. Many of these children experience behaviour and communication difficulties.

The school became an infant school in September 2007 following a period of reorganisation in Norfolk, which necessitated staff redundancies. From September 2008, the headteacher has had a teaching commitment for part of the week. More than half the teachers have joined the school since September 2008. The school was re-awarded the Investor in People standard in 2008. It received the Activemark award in 2008 in recognition of its improved provision for physical education and sports activities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Ormesby Village School is a good school. This judgement matches the school's own evaluation. Because of strong and skilful leadership from the headteacher, including astute self-evaluation, staff are pulling together and new members of staff are rapidly contributing to the clear vision for continued improvement. Strengths in leadership and management are evident in the significant improvement in most aspects of the school's work since the previous inspection. This track record of considerable improvement, in spite of the turmoil that school reorganisation involved, means the school has good capacity for further development. Parents appreciate the school's strengths and believe it to have been 'well led through the upheaval of reorganisation'. While some describe the mixed age classes as 'less than ideal', they continue to support the school. They are very pleased with their children's progress and their level of enjoyment. Many attribute this to the headteacher, while expressing their appreciation of all staff. One of them summed it up, 'I have nothing but praise for the staff and headteacher'. Several parents referred to their child's 'good steady progress' and 'very much improved' social skills.

Children's involvement in choosing topics, such as 'Jungles and Rainforests' and 'Castles, Knights and Princesses', contributes to their good personal development and their outstanding enjoyment of school. Topics such as these add interest and relevance for children. They allow children to learn through making links between subjects and the good curriculum is a significant feature in the good level of progress that all children make, regardless of their differing starting points. Personal, social and health education are woven throughout the daily routines, and inform almost every exchange between adults and children. This area is also addressed through designated, timetabled sessions and special events such as 'anti-bullying week'. As a result, pastoral care is good and children work together very effectively. Although a few parents expressed concern about some behaviour, it is good overall. Children feel entirely safe within school and most understand that instances of misbehaviour arise from particular social and emotional needs. Spiritual, moral, social and cultural development are good, the first three elements are especially so. Children have a clear understanding of right and wrong, which helps to govern their relationships with each other. They develop tolerant attitudes and are accepting of each other's differences. However opportunities for them to experience and understand the rich, cultural diversity of the United Kingdom are limited.

Teaching and learning are good. Since the previous inspection, the accuracy and frequency of assessment has improved significantly. This means that teachers' planning focuses more precisely on meeting the differing needs of the children, which contributes to higher expectations of children's performance. This has led to much improved presentation of work since the last inspection. Good teaching supports good progress for all groups of children as they move through the school and most attain broadly average standards in reading, writing, mathematics and science. Teaching assistants make a valuable contribution to children's learning. However, there are occasions, such as when teachers are addressing the class, when they are not actively engaged in supporting children's learning. Sometimes they are not fully briefed for their role working with a small group of children. The school has relatively new systems for checking each child's progress effectively. Staff keep a very close eye on how well every child is doing and this triggers extra help as required. This system works well and ensures that academic guidance is good.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The effectiveness of the Early Years Foundation Stage mirrors that of the main school. Good leadership and management mean that the school has made a good start to addressing the latest national requirements. The impact of this is most evident in the work introducing children to letters and their sounds, which is already accelerating children's progress rapidly. For example, children gain a good level of enjoyment and confidence by using card 'wheels' to find words with 'ai' in the middle. They have ample access to the indoor and outdoor areas, which promotes the acquisition of skills in all six areas of learning. Good leadership has correctly identified that the next step is to ensure that resources are improved further to stimulate children's independent discovery even more. Children work happily and confidently as they learn to cooperate with each other and gain new skills. All groups of children make good progress and most are working at levels that are close to those expected for their age. Increasingly, some children exceed these expectations.

Because staff have a good understanding of how young children learn best, they ensure that children settle quickly, feel safe and secure and have plenty of opportunities to explore their own ideas independently. Consequently, children experiment with shape and balance, by trying to balance a cone on a 'clothes line'. A small group of children solved the problem of how to represent a pool of water, using construction equipment imaginatively and without recourse to adult help. When adults are working directly with children, their expectations are well-pitched to help children reach achievable challenges. Relationships between adults and children are good and children behave well. They regularly concentrate impressively for an extended period, for example when using the interactive white board independently to trace shapes. As in the main school, there are occasions when teachers do not ensure that the skills and talents of their teaching assistants are used fully. Nevertheless, for the most part staff work effectively as a team to keep children safe and to give them consistent messages about what is expected of them.

### What the school should do to improve further

- Improve children's learning even further by always making the most effective use of teaching assistants' skills and talents.
- Give children opportunities to learn about Britain's rich, ethnic and cultural diversity.

## Achievement and standards

### Grade: 2

In the past few years, the school's results in national assessments for pupils in Year 2, indicate that standards fluctuate, but the recent trend has been of rising standards and achievement. Standards in reading, writing, mathematics and science are usually broadly average by the time children leave the school and children's progress, from below average starting points, is good. In 2008, standards rose significantly in all areas. Children reached above average standards and the proportion of children reaching the higher levels, 2a and 3, was higher than nationally in all three areas. Achievement was good for these children. Children currently in Year 2 are on track to reach broadly average standards in 2009. This represents good achievement for them given their starting points. Pupils who struggle with their learning receive effective support and make as much progress as others. Support for pupils that are more able and for those acquiring English as an additional language, is equally effective. A few children, especially some

of those who find learning particularly difficult, make exceptional progress. The school successfully increases the proportion of higher attaining children as they move through the school.

## **Personal development and well-being**

### **Grade: 2**

Good relationships between staff and children foster good personal development. Because they are confident that their views will be valued and respected, children share their ideas willingly. This helps their learning effectively because they are prepared to volunteer ideas and ask questions. They enjoy school immensely and explain that this is because, for example, 'teachers are nice', 'there are lots of arty things to do' and 'lots of things to do in the playground'. Children are proud of their own achievements and generously commend the achievements of others. They know they work hard and they recognise that the work gets harder as they get older. Behaviour is good in lessons and around the school because it is managed well and children want to please teachers and teaching assistants. They have a good understanding of how to keep healthy, safe and fit. Their satisfactory attendance reflects the hard work of the school in minimising the impact of holidays taken in term time.

Pupils' spiritual, moral, social and cultural awareness is good. Children support a number of charities, which increases their sense of responsibility for those less fortunate than themselves. They reflect on serious issues, such as their attitudes to people who are different from themselves. Nevertheless, their understanding of the cultural diversity in Britain is limited. Regular opportunities to make choices, to work independently or in small groups, combined with the good acquisition and development of key skills, equip children well for the future. Their responsible attitudes mean that children make a good contribution to the smooth running of the school on a day-to-day basis. They undertake several jobs and responsibilities. The school council is a lively and valued group because children recognise that it makes a significant contribution to school life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers make good use of assessments and plan to meet the needs of differing children precisely. They make good use of the topic based curriculum, that reflects children's interests, to encourage children to learn actively and think deeply. They give children time to raise their own questions and voice their ideas. This successfully supports the depth of children's understanding. They are adept at using their knowledge of children and the curriculum to challenge children without becoming unrealistically demanding. Consequently, learning is accelerated for all groups of children. On occasions, the pace of part of a lesson slows. For example, children stay sitting on the carpet listening to the teacher for too long. Consequently, opportunities for teaching assistants to begin work with a group are delayed. Teaching assistants and teachers share expectations of children effectively. This helps children of all abilities to make similar rates of progress.

## Curriculum and other activities

### Grade: 2

The curriculum successfully enthuses children and contributes to their outstanding enjoyment. It is lively and relevant because children are involved in selecting topics and because teachers plan with a strong emphasis on practical and active learning. For example, science knowledge, reading, writing and mathematical skills are closely intertwined when children research rainforest creatures. They pose a research question and decide how to categorise and record their discoveries. A well-planned balance of related activities allows children to pursue more independent learning, as for example, by producing artwork related to the rainforest. While children buzz with enthusiasm through this active learning, not all resources are equally useful and stimulating. On occasion, this constrains learning opportunities for some of the time. The school successfully maintains a good focus on literacy, numeracy and information and communication technology skills throughout the topic approach. Enrichment opportunities are good but activities that deepen children's understanding of different cultures within Britain, are reserved for special occasions, rather than being embedded throughout the curriculum.

## Care, guidance and support

### Grade: 2

Pastoral care is a strength within the school. Systems to ensure pupils' health, safety and welfare meet requirements. Adults share a common sense of purpose and a commitment to doing their best for all children, including the most vulnerable. Parents and carers are very complimentary about the school's success in this respect. The school provides a 'nurture group' for children with particular social and emotional needs. This is a contributory feature to their success in coping with school and making good progress, in spite of potential barriers to their learning. There is good support in class for children who find learning difficult. Rigorous use is made of help from external agencies. The school works hard and sensitively with parents to promote good attendance. Effective systems mean that staff regularly and accurately check children's progress. This means that children are set targets with built-in challenge and this is helping to raise standards and achievement. Children are increasingly aware of their targets. Involving children in assessing their own learning is improving rapidly, for example by using photographs to show them their achievements in physical education. This is, however, still work in progress.

## Leadership and management

### Grade: 2

Leaders and managers at all levels have done well to continue school improvement, despite all the work that has gone in to school reorganisation. Subject leaders who have taken on new responsibilities have made a good start in their roles. They are already contributing to school improvement. Success is apparent in the upward trend in standards, an uninterrupted profile of good achievement for children and rapid development in involving children in assessing their own learning.

The headteacher leads with vision and passion. She has successfully promoted an ethos of teamwork and shared purpose, in spite of significant staff changes. Most importantly, she has established systems for checking how well the school is doing, that increase openness and accountability. Throughout the period of change and in her drive for continued school development, she has been supported well by governors, who share her sense of purpose. The



headteacher rightly recognises that there are opportunities to extend the school's links with different community groups. Nevertheless, children benefit from good links with the immediate, local community and their parents.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<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>	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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which 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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	2
How well does the school contribute to community cohesion?	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

2 March 2009

Dear Children

Inspection of Ormesby Village Infant School, Ormesby St Margaret, NR29 3RY

Thank you for being so friendly and helpful when I visited your school recently. A special thank you to the children who met me in Base 5 and shared some work with me and to the children who took me on a tour of the school to make sure I didn't miss anything. I thoroughly enjoyed our discussions. You told me how much you enjoy school and I can understand why you and your parents think it is good. I agree with you.

Here are some of the things that are particularly good:

- you work hard and make good progress
- you get on well with your teachers and teaching assistants
- you help to choose really interesting topics to study
- teachers are good at knowing how well you are doing and what you need to do next
- you enjoy school enormously
- you know that the adults care about you and so you feel safe
- you are sensible when you have special jobs to do
- everyone works together as a team to develop and improve what they provide for you.

Here are two things that I have asked your headteacher, governors and teachers to do to make your school even better:

- make sure that teaching assistants are always able to help you as much as possible
- give you more opportunities to experience and learn about all the different cultures and beliefs we have in our country.

You can help your teachers by carrying on behaving as well as you do now. I hope you always enjoy learning so much.

With good wishes,

Jill Bavin

Lead inspector