

Ormesby Village Junior School

Inspection report

Unique Reference Number	120917
Local Authority	Norfolk
Inspection number	327391
Inspection dates	8–9 June 2009
Reporting inspector	Kathleen Yates

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	217
Appropriate authority	The governing body
Chair	Mr Clive Sillitoe
Headteacher	Mrs Debra Whiting
Date of previous school inspection	19 June 2006
School address	North Road Ormesby St Margaret Ormesby Great Yarmouth Norfolk NR29 3LA
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Following reorganisation, this school became a junior school in September 2007. After a period of turbulence through redundancies and illness, the staffing is now stable. There is a privately managed breakfast club and also an after-school club on the infant school site which junior pupils may attend.

Almost all pupils come from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is smaller than average although the proportion of pupils who have statements of special educational needs is much larger than that usually found. The number of pupils eligible for free school meals is below average. Attainment on entry to the school is broadly average.

The school has received the following awards: the Healthy Schools Award, the Activemark and the Sportsmark.

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 Junior School is a good school. Inspection findings confirm the views of pupils and parents that the care, guidance and support for pupils' pastoral and academic development are outstanding. Everyone is highly valued and relationships are superb. All these features contribute greatly to the findings that pupils' personal development and well-being are also outstanding. Inspectors fully agree with the school's evaluation of its effectiveness.

Test results at the end of the two previous years show that not enough pupils reached the higher levels and standards declined. Inconsistencies in standards have been caused mainly by staffing turbulence. Since then standards have risen and are now above average. Achievement overall is good, and tracking information shows it is best for older pupils. The school recognises that progress is not yet consistently as strong as it could be and that a close eye must be kept on this to ensure that higher standards currently seen are maintained for all pupils.

Pupils' behaviour and their attitudes towards learning are exemplary. Consequently there is a very good climate for learning. Pupils thoroughly enjoy coming to school and this is reflected in the above average attendance rates. Pupils have an excellent understanding of the importance of a healthy lifestyle and of how to keep themselves safe. They make good contributions to their school and to the local communities and have many opportunities to take on responsibilities within the school. They do so with pride.

Teaching and learning and the curriculum are good. The excellent working atmosphere in all classes is based on mutual respect for others. Pupils are eager to learn. Displays around the school are of high quality and prompt pupils, parents and visitors to stop and read for further information. Since the last inspection there has been good improvement in the use made of assessment and particularly in the involvement of pupils in assessing their own work. Consequently, they have a clear understanding of what they need to do to improve. The curriculum is carefully planned to engage pupils and this is why they concentrate so well in lessons. There is also an excellent range and take up of enrichment activities. However, there are too few planned opportunities for pupils to learn about the lives of those from different faiths, ethnic backgrounds and cultures. The community cohesion plan has been introduced very recently.

Leadership, management and governance are good. There have been many changes of staff in a very short time and this has been very well managed by the headteacher. She has been well supported by the acting deputy headteacher and the chair of governors. Some governors are new to their posts and have yet to receive training to gain a greater understanding of their roles. Some key subject leaders are also new to their posts and have yet to access training to help them gain the necessary skills to monitor teaching and learning in their subjects. Despite much turbulence, leadership has remained resolute and successfully focused on raising standards and achievement. There has been good improvement since the last inspection and there is a good capacity for further improvement.

What the school should do to improve further

- Ensure the consistency of pupils' progress to maintain the current improvement in standards and achievement.

- Provide training for subject leaders in mathematics and science to enhance their skills in monitoring and evaluation and for new governors to increase their understanding of their roles.
- Promote among pupils a greater understanding of life in a multicultural society.

Achievement and standards

Grade: 2

Standards have fluctuated considerably over recent years and there have been inconsistencies in progress among year groups. The headteacher has identified where these are and is taking rigorous steps to resolve them. As a result, achievement is now good and underachievement has mostly been eradicated, although a few inconsistencies remain. The best progress has been in reading where in some year groups it has been outstanding. Current standards by the end of Year 6 are above average in English, mathematics and science. This represents good progress from pupils' starting points. Pupils are on course to reach the challenging targets set for them.

The school's accurate information on how well pupils are doing shows that they are on track to improve standards further in national tests at Year 6 in 2010 and 2011. This is because there is more stability in the staffing and the quality of teaching continues to improve with much that is already good. Pupils who need extra help with their learning, including those who have statements of special educational needs, are provided with effective support so that they, too, make good and sometimes, outstanding progress.

Personal development and well-being

Grade: 1

Pupils are extremely welcoming and polite. Their behaviour in lessons and around the school is exemplary. Enjoyment levels are extremely high, not only because many lessons are interesting, but also because pupils value the positive relationships forged between them and members of staff. Spiritual, moral, social and cultural development is good. Spiritual development is strengthened by the outstanding and uplifting quality of musicianship and singing in assemblies. While pupils have a good knowledge of their own cultures many have a limited understanding of life in a multicultural society. Pupils display an outstanding regard for their own safety and that of others. They are well prepared for later lives through their good academic and social skills. The successes in an extensive range of sporting activities give pupils a strong sense of pride in their school. Pupils have a very good understanding of the benefits of healthy diets and the need to drink water regularly to prevent dehydration. Their involvement in decision making, through the school council and the myriad of responsibilities they discharge with enthusiasm, means that pupils make a good contribution to the school's community.

Quality of provision

Teaching and learning

Grade: 2

After a period of staff turbulence, when achievement was in decline, improvements in teaching have had a positive impact in raising standards and speeding up progress. Teachers provide very good role models, earning a high degree of respect from pupils. Staff have good subject knowledge, so that most lessons are taught with pace and enthusiasm, which inspires pupils and motivates them to succeed. However, daily planning sometimes lacks clear learning objectives to show how work can be better designed to match the needs of different ability

groups. On occasions, this slows the rate of progress. Teacher assessments generate targets for pupils so that they have a good idea of where they are and what they need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is well planned to ensure that pupils' learning is meaningful and related to future life skills. Yearly and termly plans are detailed and periodically reviewed to ensure relevance, enjoyment and maximum impact on engaging pupils in their learning. Good links are made across subjects with literacy as an essential ingredient and there is a particular emphasis on promoting writing skills. The school acknowledges that the curriculum does not provide a strong focus on global cultures to help pupils to gain a wider perspective of life in an ethnically diverse society. The computer suite is an excellent facility, providing sufficient computers for all pupils to be engaged in their learning. Ready access to computers to support daily learning in classrooms is more limited. The library is a good facility, but there is a shortage of books with multicultural images and information.

Curriculum enrichment is outstanding. The range and uptake of clubs, especially sporting and musical, is exceptional. Pupils participate in a number of visits, including residential trips, which significantly enhance the quality of learning experiences. The personal, social and health education programmes have been very successful in promoting pupils' personal development. For example, the posters about swine flu are re-assuring to all who read them. The curriculum provides pupils with excellent opportunities for teamwork and collaboration.

Care, guidance and support

Grade: 1

The excellent quality of care for learners is seen in the high level of commitment of all staff to encouraging enjoyment and in promoting learners' health and safety. As a result children thrive in the school's very positive and nurturing environment. Checks on the suitability of staff and procedures for child protection meet current requirements. The school works well with parents and other agencies to ensure all learners are fully included in the life of the school. Attendance is now above average due to a more robust stance taken by the headteacher over holiday absence.

Marking is of high quality. Pupils are very well informed about the progress in their work and are also given valuable advice as to further improvement. They take an active role in assessing their own learning and that of their peers. Regular teacher assessment also provides good quality information for the new tracking system, which staff are making increasing use of. The focus on more rigorous data analysis enables accurate target setting.

Leadership and management

Grade: 2

The headteacher and the acting deputy headteacher provide good leadership and clear direction for the school, which is shared by staff and governors. Despite much disruption through staff changes, the senior leadership team, together with the governing body, has succeeded in its determination to ensure pupils thrive both in their personal and academic development. The school's understanding of, and response to, promoting community cohesion is satisfactory. While the school is at an early stage in the evaluation of its strategy to improve links with the

wider community, there are strong links with the local community, all of which directly benefit pupils, parents and carers.

There is a real sense of teamwork in the school and all staff are highly valued and readily take on responsibility for new areas. Parents are delighted that their children have opportunities to participate in so many musical and sporting activities as a result of the enthusiasm, dedication and expertise of the subject leaders. The leadership of English is also good. Recent changes in staff mean that subject leaders for science and mathematics have been in post for a very short time. They have good subject knowledge but have not had all the necessary training in monitoring teaching and learning. The governing body are supportive and carry out their duties well to ensure the budget is spent wisely. They have also been very active in forging links with the infant school, which results in a smooth transition for pupils. Some of the governors are new to their roles and have yet to access training to enable them to have a greater understanding of their roles. The school runs smoothly on a day-to-day basis and the building is well maintained, attractive and well resourced.

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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 capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

¹Grade 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

How good are the overall personal development and well-being of the learners?	1
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
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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

How effective are teaching and learning in meeting the full range of 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?	1

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 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**

10 June 2009

Dear Pupils

Inspection of Ormesby Village Junior School, Great Yarmouth, NR29 3LA

Thank you for the very friendly welcome you gave to my colleague and me when we visited your school recently. We really enjoyed talking to you, visiting your lessons and our guided tour round the school. Your views were very helpful in giving us a picture of your school.

These are some of the best things about your school.

- Your behaviour is outstanding. Well done!
- You have an excellent understanding of how to keep yourselves fit, safe and healthy.
- You enjoy and participate in an exceptionally wide range of activities after school where you do particularly well in music and sports.
- All of the staff at the school take excellent care of you and you look after one another very well.
- You are making good progress especially in your reading.
- The governors and the staff make sure the school is a safe and happy place where you all thoroughly enjoy your work and your play.

There are three things the school can work on to make it even better.

- We would like to see all of you make good progress in all classes. This is already beginning to happen but there is still more work to be done.
- The school is going to help you to have a greater understanding of people who have different beliefs, traditions and cultures from your own.
- Provide training for new governors and teachers who are in charge of mathematics and science so that they can carry out their monitoring even more effectively.

You are to be commended on the way your attendance has improved! Please keep it up. We know how much you enjoy your school. Once again, thank you for all your help. We wish you all the best for the future.

Yours sincerely

Mrs Kathleen Yates

Lead inspector