

North Ormesby Primary School

Inspection report

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 111588 |
| Local Authority | Middlesbrough |
| Inspection number | 337703 |
| Inspection dates | 17–18 March 2010 |
| Reporting inspector | Margaret Armstrong |

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 of pupils on the school roll | 183 |
| Appropriate authority | The governing body |
| Chair | Mrs Carolyn Halpin |
| Headteacher | Mrs Christine Kemp - Hall |
| Date of previous school inspection | 23 January 2007 |
| School address | James Street Middlesbrough North Yorkshire TS3 6LB |
| Telephone number | 01642 247985 |
| Fax number | 01642 240942 |
| Email address | christine_kemp-hall@middlesbrough.gov.uk |

| | |
|--------------------------|------------------|
| Age group | 3–11 |
| Inspection dates | 17–18 March 2010 |
| Inspection number | 337703 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 50% of their time observing learning, visited 12 lessons and saw 8 teachers. They held meetings with governors, staff, groups of pupils, and parents and carers. Inspectors observed pupils at work and looked at the data the school has collected on pupils' progress, the safeguarding procedures, the school improvement plan and systems for monitoring the quality of teaching. There were 81 questionnaires returned by parents and carers and scrutinised by the inspection team. Staff questionnaires were also analysed during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of indoor and outdoor provision in the Early Years Foundation Stage
- the consistency of the quality of teaching and its impact on pupils' progress in writing and mathematics
- how effectively all leaders and managers monitor, review and evaluate the impact of their actions to improve outcomes for pupils
- the effectiveness of efforts to reduce absence.

Information about the school

The school is situated to the east of the town of Middlesbrough. The very large majority of pupils have a White British heritage. A higher than usual number join or leave part-way through their primary school education. The number of pupils eligible for free school meals is well above the national average. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils from minority ethnic backgrounds and who speak English as an additional language is higher than average. The school runs its own breakfast club and offers a number of learning opportunities for families. The school holds the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. Very positive relationships and sensitive pastoral care result in pupils' good behaviour and enthusiasm for learning. Pupils enjoy school. Their good understanding of a healthy lifestyle and how to stay safe and their good social skills mean they are well prepared for the next stage in their education. Pupils speak confidently about the contribution they have made to improve the life of the school. For example, they take their responsibilities as fundraisers and peer mentors very seriously. The overwhelming majority of parents and carers are very appreciative of the work of the school and are very pleased with the progress their children make.

Attainment is broadly average by the end of Year 6 and achievement is good. Children start in the Early Years Foundation Stage at a level of attainment well below that typical for their age. Provision in the Early Years Foundation Stage is sound. However, children do not have enough opportunities to learn through discovery and solving problems so their progress is satisfactory. Progress begins to accelerate in Key Stage 1 because teaching builds well on prior learning. Pupils make consistently good progress as they move through the school towards increasingly challenging targets. Mostly, teachers' assessments are accurate and support learning well. However, teachers occasionally do not make effective use of information from assessments to plan sufficient challenge for the higher attainers, particularly in writing. The skilled work of support staff enables pupils with special educational needs and/or disabilities, those from minority ethnic groups and those at an early stage of learning English as an additional language to progress as well as others.

Senior leaders have complementary skills and use these to good effect; they work well together as a team. Leaders at all levels are involved in monitoring the performance of the school and taking steps to improve it. However, this action has not yet ensured teaching fully meets the needs of the most able pupils. Generally, self-evaluation is accurate and this has meant the school has successfully addressed weaknesses identified at the last inspection. This realistic self-evaluation alongside the school's track record of tackling areas of weakness confirms there is good capacity for further improvement. Governors support the school well and are committed to continuous improvement. The school promotes community cohesion well. Consequently, the school is a cohesive and harmonious community where the contributions of all pupils are valued. Resources are managed well to secure good outcomes for pupils.

What does the school need to do to improve further?

- Raise attainment and accelerate progress in writing by:

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- ensuring that teachers make better use of assessment data to plan effectively for higher-attaining pupils
- Accelerate the progress of children in the Early Years Foundation Stage by:
 - providing a wider range of interesting, exciting and challenging activities which require children to think and solve problems
 - ensuring that adults make precise observations of what children say and do and use this information to plan the next steps in each child's learning
 - implementing a robust action plan to eradicate weaknesses in provision.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school and have good attitudes to learning. They arrive punctually, respond well in lessons and take a pride in their work. They work productively and are interested in their learning. Exemplary relationships ensure that pupils behave well and are motivated to learn. Pupils are eager to learn because teachers use a range of exciting activities and resources. As a result, attainment is average by the end of Year 6 and the achievement of pupils is good. Pupils make consistently good progress and generally attain average standards in reading and mathematics by the end of Year 6. Standards in writing are not as high. Pupils with special educational needs and/or disabilities make good progress due to the carefully tailored support they receive. There is no noticeable difference in the progress made by pupils from different backgrounds. The school has been successful in ensuring that girls perform as well as boys, particularly in mathematics.

Pupils have a good understanding of the importance of a healthy diet and taking regular exercise. Their understanding of how to stay safe is good and they are confident bullying is not tolerated. Visits to places of worship, developing links with other countries and the innovative way in which the school builds upon its own cultural diversity promote good spiritual, moral, social and cultural development. Pupils are proud of the contributions they make to their school and the local community. They act responsibly as 'buddies' and serve on the active school council. The good grounding pupils receive in their social and basic skills prepares them well for the next stages of learning.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers set clear expectations for all pupils. They explain to pupils how they will know when objectives have been achieved. Clear explanations ensure that pupils have a good understanding of what they are expected to do and how they will know they have been successful. Consequently, pupils talk confidently about what they need to do to improve their work. Teaching assistants are well trained and provide good support for individuals and small groups. Generally, teachers make good use of their knowledge of pupils' previous learning to ensure that tasks are closely tailored to pupils' needs. Occasionally, teachers do not use this information effectively enough to plan sufficient challenge for the most able in writing.

The curriculum has been developed well to enhance pupils' motivation to learn. This represents good improvement since the last inspection. The curriculum is adapted expertly to meet the needs of pupils with special educational needs and/or disabilities and other vulnerable pupils. There is a consistent approach to teaching and applying literacy, mathematics, and information and communication technology across the curriculum. This contributes well to pupils' enjoyment of learning. An extensive range of activities is available to all pupils during the school day. These include opportunities to participate in exciting projects in art, music and drama. Pupils benefit from a wide range of experiences outside school. They talked excitedly about the residential visit to London and the contribution they have made to the development of the local park. The strong partnerships between other schools and the local church are supporting the school well in developing its curriculum. As a result, pupils benefit from specialist support in areas such as dance, sport, citizenship and time for personal reflection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The well-targeted care and support for pupils enables them to develop in a safe and secure environment. The clear guidance, which is given on internet safety, for example, is appreciated by all pupils. The well-organised breakfast club offers a range of interesting activities and encourages vulnerable pupils to attend regularly. All adults share a good understanding of the needs of individuals and provide an inclusive environment where all pupils confidently learn. This supportive approach is valued by parents and carers, and pupils. Parents and carers are kept informed of their children's well-being and they receive good-quality information about academic progress and their children's current targets for improvement. Close working relationships with external agencies mean that support for vulnerable pupils is organised quickly so any barriers to learning can be addressed. Transition at all stages is a positive experience as teachers work closely with families to ensure that pupils settle quickly into new surroundings.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher's success in sharing her vision for the school is demonstrated by the good team spirit which pervades the school. The school's positive reputation in the community and the good outcomes for pupils are due to the effective support of staff and governors who share the headteacher's values and ambitions. As a result, the school is effective in promoting equality of opportunity and tackling discrimination. Leaders make good use of a range of monitoring activities to improve the quality of teaching and other aspects of provision. They have been successful, for example, in making effective use of assessment data to track the progress of pupils at risk of poor attendance and target support where it is most needed. As a result, attendance is now average. However, although observations of teaching take place regularly, monitoring has not been rigorous enough in ensuring that teachers fully meet the needs of higher-attaining pupils, particularly in writing.

Leaders succeed well in ensuring that pupils flourish in a cohesive school community. Good partnerships with specialist agencies ensure that vulnerable pupils are well supported. A particular strength is the breadth of work undertaken to support pupils' understanding of cultural diversity. Consequently, the school promotes community cohesion well. The governing body has extended its role in holding the school to account and is influential in determining the strategic direction of the school. There is a clear understanding of key responsibilities, especially those which require robust assurance

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

checks. As a result, safeguarding arrangements are robust and meet all requirements well, ensuring the safety and well-being of staff and pupils.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children settle well when they first start in the Nursery and quickly adapt to the daily routines. This is because adults are attentive, listen to the children and create conditions in which children feel welcomed, safe and secure. From very low starting points children make satisfactory progress. The large majority do not reach the level of attainment expected at the start of Year 1 though this does vary from year to year depending on children's ability and readiness to learn. Although the indoor area provides some interesting activities, it is not as stimulating as the outdoor provision. Children are good at inventing their own imaginative games and role-play areas are used extensively. Relatively few activities, however, challenge children to think or to solve problems and so they do not always use time as productively as they could.

The use of assessment is developing but observations are not sharp enough to help teachers pinpoint exactly what individual children need to do next to move their learning on. Leadership and management are satisfactory but plans to improve areas of weakness are at an early stage of development. Arrangements to meet the health, safety and welfare of children meet requirements. Parents and carers are given good information to help them support their children's learning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Parents and carers have overwhelmingly positive views of the school. This was matched by staff responses to their questionnaires. Parents and carers feel their children are very safe and well cared for throughout the school. They comment that their children enjoy school, are well prepared to lead a healthy lifestyle and that staff work hard to help all children achieve as well as they should. A few individual concerns were investigated but not shared by the vast majority of parents and carers or by the inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Ormesby Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 81 completed questionnaires by the end of the on-site inspection. In total, there are 183 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 36 | 44 | 40 | 49 | 3 | 4 | 1 | 1 |
| The school keeps my child safe | 39 | 48 | 39 | 48 | 1 | 1 | 0 | 0 |
| The school informs me about my child's progress | 20 | 25 | 58 | 72 | 1 | 1 | 0 | 0 |
| My child is making enough progress at this school | 33 | 41 | 42 | 52 | 4 | 5 | 0 | 0 |
| The teaching is good at this school | 37 | 46 | 39 | 48 | 3 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 31 | 38 | 46 | 57 | 2 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 27 | 33 | 49 | 60 | 1 | 1 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 22 | 27 | 51 | 63 | 2 | 2 | 0 | 0 |
| The school meets my child's particular needs | 28 | 35 | 49 | 60 | 2 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 26 | 32 | 47 | 58 | 4 | 5 | 0 | 0 |
| The school takes account of my suggestions and concerns | 17 | 21 | 53 | 65 | 5 | 6 | 0 | 0 |
| The school is led and managed effectively | 25 | 31 | 53 | 65 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 34 | 42 | 44 | 54 | 1 | 1 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 March 2010

Dear Pupils

Inspection of North Ormesby Primary School, Middlesbrough, TS3 6LB

Thank you for the friendly welcome you gave when we visited your school recently. I enjoyed talking to you and especially liked the way in which you care for each other and your school.

I was impressed with your behaviour and the valuable contribution you make to the school and local community. I was particularly interested in the way you take responsibility as members of the school council and organise fundraising. Yours is a good school. Your teachers know you well and find lots of interesting ways to help you learn and develop. As a result, you attain average standards by the time you leave at the end of Year 6. You clearly enjoy your learning and your attendance is improving. Well done!

I could see that you are encouraged to live healthy lifestyles. You have a good understanding of how to stay safe and the school helps you become mature and sensible individuals. Your parents and carers told us they are very happy with the work of the school. The headteacher, staff and governors have your best interests at heart and are very dedicated to making sure you do well. It is clear you have many lovely experiences at school but I have asked your headteacher and governors to help you even more. I have asked them to make sure your teachers plan more challenging work for faster learners, particularly in writing. I also think children in the Early Years Foundation Stage need lots more exciting and interesting activities so they learn by working things out for themselves. You can help by continuing to come to school as regularly as you do, by working as hard as you can and by helping each other in and around school.

Yours sincerely

Margaret Armstrong

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.