

Ormesby School

Tothill Avenue, Netherfields, Middlesbrough, TS3 0RH

Inspection dates

21–22 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Overall, students do not achieve highly enough in all their subjects, especially English and mathematics.
- There is too much variation in the quality of teaching and not enough teaching is consistently good or better. Consequently, learning and progress are not yet good.
- Teachers do not always give students work that is pitched at the right level to challenge them sufficiently. Therefore, students do not always learn as well as they could do.
- In some lessons, students do not have enough time to learn for themselves.
- Students are not always given clear enough feedback and, therefore, do not know how to improve their work.
- When leaders are observing lessons, they do not always consider how well the students are learning and progressing.
- Subject leaders are not sufficiently involved in checking the quality of teaching in their areas. As a result, the quality of teaching is not rising as fast as it might do.

The school has the following strengths

- Leaders, managers and governors are ensuring that achievement and the quality of teaching are improving strongly, although these aspects are not yet good overall.
- The percentage of students gaining five or more GCSEs at grades A* to C, including English and mathematics, is steadily improving. Students' achievement is good in many vocational subjects, including the school's specialism of engineering.
- The school has put in place some very effective initiatives to improve reading and these are beginning to show a positive impact through improved achievement.
- Attendance has improved and is now in line with that found nationally.
- Students' behaviour is good and they are keen to learn. They say that there is little they want to change about their school and they like it just the way it is.

Information about this inspection

- The inspectors observed 35 lessons, taught by 33 teachers. Four observations were conducted jointly with four members of the senior leadership team.
- The inspectors observed the school’s work and looked at a range of documents, including those relating to safeguarding and child protection, development planning, the monitoring of the quality of teaching and also information relating to teachers’ professional development.
- Discussions were held with the headteacher, the deputy headteacher, other members of the senior leadership team and some subject leaders.
- A discussion was held with three governors, including the Chair of the Governing Body, who is also a representative of the academy’s trustees.
- A discussion was held with an external consultant who works with the school.
- The inspectors spoke to many students in lessons, at breaks and at lunchtimes. They also spoke formally to four groups of students on the first day of the inspection.
- The inspectors listened to six students from Year 8 read during lunchtime on the second day of the inspection.
- The inspectors analysed the 18 responses to the on-line questionnaire (Parent View) and the 58 responses to the staff questionnaire.

Inspection team

Alison Thomson, Lead inspector	Additional Inspector
Barbara Waugh	Additional Inspector
Alexandra Hook	Additional Inspector
Jim Hall	Additional Inspector

Full report

Information about this school

- Ormesby School is smaller than the average sized secondary school.
- The proportion of students eligible for pupil premium is much higher than average. (This is funding available for students known to be eligible for free school meals, students in local authority care and those whose parents are in the armed forces.) The school has students in local authority care and those who are known to be eligible for free school meals. The latter group is by far the largest group.
- Almost all students are White British and speak English as their first language.
- The proportion of students who are supported at school action is above average. The proportion of students supported by school action or with a statement of special needs is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics.
- The school has resourced provision for a small minority of students who are physically disabled. Those students are on the school roll and their education is fully integrated with that of other students.
- A very small minority of students are currently educated part-time off-site at Parkwood pupil referral unit.
- The school enters some students early for GCSE examinations.
- The school converted to academy status in September 2012, but has kept the same name and wishes to remain known as a school. At the time of the last inspection, the predecessor school was judged to be satisfactory.
- In 2011, the school achieved the separate awards of the most improved specialist school and success in adding value from the Specialist Schools and Academies Trust.

What does the school need to do to improve further?

- Ensure that the quality of teaching is consistently good or better for all groups of students in all years and in all subjects, especially in English and mathematics, by:
 - using information about what students can and cannot do to give them work at the right level, especially the most able
 - capitalising on the students' eagerness to learn by getting them to work by themselves or in groups sooner in lessons
 - improving the quality of feedback to students so they all know clearly how to improve their work in all subjects.
- Improve achievement further through accelerating rates of progress by:
 - always ensuring a close focus on learning and progress when observing lessons to judge the quality of teaching
 - involving those leaders who are in charge of subjects more in checking the quality of teaching in their areas.

Inspection judgements

The achievement of pupils

requires improvement

- Students enter the school with below average attainment and many have low literacy skills. By the end of Year 11, some reach standards that are in line with those found nationally, but the standards reached by many others are lower than this, particularly in English and mathematics. Achievement overall, therefore, requires improvement.
- Students' attainment is rising on many indicators, including the percentage of students gaining five or more GCSE A* to C grades, including English and mathematics.
- Standards in many vocational subjects are above average and achievement is good.
- Students' progress is beginning to accelerate, but inspection evidence shows that the proportion of students making expected or better than expected progress is not as good as it should be. This is true of students who are disabled, including those in the resourced provision for students who are physically disabled, and those students who have special educational needs.
- In 2012 the attainment of students eligible for pupil premium funding was two average points lower in English (equivalent to one third of a GCSE grade), but six average points higher in mathematics (equivalent to one whole GCSE grade). This represents a narrowing of the gap with other students from the previous year in both subjects.
- The progress of students who are educated part-time off-site requires improvement in line with their peers. However, their behaviour is improving.
- The school's records show that progress, including that in English and mathematics, of all groups of students continues to improve this year, particularly so in Years 7 and 8. However, the progress of the most able students still lags a little behind that of their peers.
- Good progress was seen in many lessons during the inspection. In some lessons, however, students do not make sufficient progress, as the work is often the same for all and does not stretch students sufficiently, particularly the most able.
- Students are entered early for some examinations. Students say that this motivates them to work hard and leads to improved outcomes, for example, in science and in mathematics. However, not all the most able are currently attaining the higher A* to A grades of which they are capable.
- Students' basic skills of communication, literacy and numeracy are addressed well in lessons. Students were accessing the internet to research topics, such as the key features of different electromagnetic waves. Numeracy has a strong emphasis, particularly in science.
- Many students have low literacy skills. The school is addressing this effectively both in class and through additional reading sessions. Year 7 catch-up funding is used well to support those who enter the school with particularly low basic skills.

The quality of teaching

requires improvement

- Teaching is improving, although its quality is still inconsistent within subjects and across the school.
- Teachers have very good relationships with their students and many are skilled at explaining difficult concepts clearly. This was exemplified well in a Year 10 design and technology lesson, where students made outstanding progress in understanding the difference between isometric and oblique projection.
- In lessons where progress requires improvement, teachers tend not to set the students off to work on their own or in groups soon enough. In addition, the work is not well matched to the abilities of all students or does not offer enough challenge, especially for the most able. Students recognise that there is sometimes insufficient challenge. When asked what the teachers could do to help them to achieve more highly, one student replied, 'They could push us harder.'

- Teaching assistants work effectively with disabled students and those who have special educational needs helping them to access their work and guide their learning.
- All lessons now incorporate a literacy target. This is helping to raise the standards of literacy across the school.
- Students' spiritual, moral, social and cultural development is integrated well into many lessons. Time is built in for reflection, for example, on how children might have felt during the Holocaust.
- Feedback to students, including the standard of marking in books, requires improvement. Currently, not all students know how to improve their work.
- The response to Parent View was very low. However, the majority of those parents agreed that their children were well taught. Inspectors judged teaching to require improvement.

The behaviour and safety of pupils are good

- Most parents who responded to Parent View agreed that the school helps their children to behave well. All staff who returned the questionnaire agreed that students' behaviour is good.
- The inspectors found the students to be very polite and courteous and willing to engage with them in conversation and share their views.
- Students told the inspectors that the behaviour of most students is good and has been for some time, especially since moving into their new building. This was confirmed by scrutiny of behavioural records.
- Students have a very good understanding of different types of bullying, including homophobic bullying. They say that there is hardly any bullying and any that does occur is dealt with swiftly.
- Students like the 'family feel' of the school's house system and the younger students like having student leaders to turn to if they have a problem. Similarly, they say that there is always an adult to turn to for help and advice.
- Students with physical disabilities are integrated well.
- Students are keen to be involved in their own learning, including checking how well they are doing. This was seen in many lessons, including a Year 9 English lesson. Here students made good progress evaluating how well their peers had done in writing profiles of typical readers for different publications.
- Students describe their school as very safe. This view was echoed by parents and also by staff. Students were observed working very safely in practical lessons.
- The school has increased attendance to be in line with that found nationally by working closely with families and their children who have been persistently absent in the past.

The leadership and management are good

- Leadership and management have brought about improvements in many areas, for example, in achievement, the quality of teaching, behaviour and attendance.
- Leaders work well together and have ensured that the aspirations of students and teachers are rising. Staff are extremely positive about all aspects of the school's work and many chose to voice this through comments on their questionnaires, such as, 'I really feel part of the team here.'
- Teaching is improving through strong leadership and management that includes more staff training, although there is not yet enough teaching that is consistently good or better. Currently, leaders do not always focus enough on learning and progress when observing lessons and subject leaders are not involved enough in checking the quality of teaching.
- The school's systems for checking students' progress are becoming increasingly thorough. Students who are at risk of falling behind in their learning are identified early and strategies to

help them catch up are increasingly effective. Progress is improving for most groups of students. Gaps in performance between groups of students are closing and this reflects the improving provision for equality of opportunity. Discrimination is not tolerated.

- The curriculum meets the needs of the students well. There are different pathways for students of different aptitudes and abilities, such as the challenge pathway for younger students who enter the school with especially low literacy and numeracy skills. There is a wide variety of clubs, visits and visitors to the school.
- The spiritual, moral, social and cultural provision is good. Students told the inspectors how their teambuilding skills have been enhanced through activities at the school's own field centre. Students are very proud of their involvement in raising money to build a school in Ghana.
- All statutory requirements relating to safeguarding are met well. The school liaises well with the pupil referral unit to ensure continuity of learning for students attending this alternative provision and checks on behaviour and attendance.
- The school's trustees are relatively new in post, but provide effective support by having the Chair of the Governing Body as a representative.
- **The governance of the school:**
 - The governing body works closely with the school and is helping it to improve. Governors know the school's areas to develop very well, including that relating to the quality of teaching. Governors play a key role in the allocation of the budget, including pupil premium funding, and this has improved the progress of those students who are eligible. They ensure that teachers' pay is linked closely to their performance and any underperformance is tackled quickly. Governors undergo training, including training to understand data. The governing body holds the school to account increasingly well for the performance of its students.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138711
Local authority	Middlesbrough
Inspection number	409486

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

Type of school	Academy
School category	Non-maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	761
Appropriate authority	The governing body
Chair	James Ruddock
Headteacher	Steve Burrows
Date of previous school inspection	Not previously inspected
Telephone number	01642 452191
Fax number	01642 446472
Email address	ormesby@middlesbrough.gov.uk

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