

Ore Village Primary Academy

Rye Road, Hastings, East Sussex TN35 5DB

Inspection dates

22–23 May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and associate headteacher have successfully united the school in an ambitious vision for success. As a result of their good leadership, the school is improving rapidly.
- Effective leadership in English and mathematics has brought about many improvements in teaching and learning in these subjects.
- Good teaching enables pupils to make strong and often rapid progress, particularly in reading, writing and mathematics. However, the most able pupils do not always achieve the standards that they are capable of.
- High aspirations for disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities ensure that these pupils are making good and often rapid progress from their starting points. Additional funding is used well to provide appropriate support to these pupils.
- Pupils behave well, feel safe in school and are kind and considerate to each other. Staff and pupils say that the school feels like a family, with everyone caring for each other.
- The carefully designed curriculum successfully stimulates pupils' learning across a broad range of subjects, and also enhances their spiritual, moral, social and cultural development.
- The assessment of pupils' learning is well developed in English and mathematics. Subject leaders are being well supported to sharpen the assessment of pupils' learning across the wider curriculum to improve pupils' outcomes in these subjects further.
- Despite significant improvements, some pupils, particularly disadvantaged pupils and those who have SEN and/or disabilities, do not attend school regularly enough.

Full report

What does the school need to do to improve further?

- Further improve pupils' outcomes in subjects other than English and mathematics by sharpening the assessment of pupils' learning across the curriculum.
- Further improve rates of attendance, particularly for disadvantaged pupils and those who have SEN and/or disabilities, so that they continue to rise rapidly.
- Continue to improve pupils' outcomes so that a higher proportion of the most able pupils achieve the higher standard in reading, writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- Since joining the school in September 2017, the headteacher and associate headteacher have shown strong leadership in successfully transforming the school. Together, they are bringing about rapid improvement in all areas of school life. Pupils, parents and staff are overwhelmingly positive about the changes made and the positive impact that these are having. A parent summed up the views of many, saying: 'Wonderful school, amazing staff, very happy children.'
- Senior leaders' unwavering focus on improving pupils' outcomes has successfully raised expectations throughout the school. Leaders ensure that learning provides pupils with the skills and ambition to succeed. As a result, pupils are motivated to learn and well prepared for the next stage of their education.
- Staff are supported well to improve their work continuously. Staff appreciate the open climate of trust that leaders have created. Helpful training and individual support enable staff to enhance their skills and subject knowledge. Staff report that the school is a happy and positive environment and they are proud to be part of it.
- Capable leadership in English and mathematics has strengthened teaching in these subjects. As a result, pupils make good and often rapid progress in reading, writing and mathematics.
- Subject leaders have been well supported to design an exciting curriculum that successfully stimulates pupils' learning. As a result, pupils enjoy a wide range of experiences, posed through interesting questions, such as exploring history and considering: 'Were there any winners in World War 2?' Senior leaders know that there is more work to do to sharpen the assessment of pupils' learning across the curriculum to further improve pupils' outcomes.
- Leaders use the national sports premium funding well to improve the quality of physical education teaching and extend the range of clubs and activities on offer. This positive approach is increasing staff confidence in teaching sport and improving pupils' participation in sporting activities.
- Leaders make good use of additional funding to support disadvantaged pupils. Leaders' thorough understanding of pupils' needs enables them to make effective use of the additional money. For example, providing access to clubs and offering wider support to pupils' families are having a positive impact on improving pupils' self-confidence. Consequently, disadvantaged pupils' progress is improving rapidly.
- The leadership of provision for pupils who have SEN and/or disabilities is good. Leaders are strongly committed to all pupils enjoying a sense of belonging in the school. Leaders have a clear understanding of individual pupils' needs. Sensible use of additional adults ensures that pupils are well supported by skilled and knowledgeable staff.
- Leaders successfully promote pupils' spiritual, moral, social and cultural development. Carefully planned experiences are woven through everything the school does. Leaders have successfully created a strong sense of community, where success in all areas is valued. A good example of this is the celebratory 'Funky Friday' assembly, which

parents, pupils and staff enjoy. British values are promoted in the way that pupils vote for other pupils or staff to receive special awards. Pupils say the assembly is a highlight of the week. Pupils are very proud if they have received an award and show respect to other recipients.

- Over time, The Kemnal Academies Trust has provided effective support and challenge to the school in securing improvements.

Governance of the school

- The governing body carries out its statutory duties well. Governors have high aspirations for the school and want pupils to achieve well. They challenge senior leaders appropriately and this approach is helping to secure the many improvements in the school.
- Governors understand the school's strengths and the areas for development. They visit the school regularly to check for themselves what leaders tell them. For example, governors regularly attend assemblies and observe pupils' progress meetings. As a result, they know the school well and use this information accurately to help plan future priorities.
- Governors have a range of skills and expertise. They actively recruit fellow governors with particular skills and knowledge. Consequently, they are taking a strategic approach to ensure that they are effective.

Safeguarding

- The arrangements for safeguarding are effective.
- Governors carry out their safeguarding duties well. Adults are trained and knowledgeable about safeguarding procedures and understand what they need to do if they have a concern about a pupil's safety or well-being. Leaders' record-keeping arrangements are thorough and well maintained. Leaders ensure that extra help from outside agencies is requested promptly for pupils who need it.
- Staff are skilled in providing timely support to pupils and families who are experiencing difficulties. Leaders have successfully established trusting relationships with parents, which enables them to offer appropriate early help to families. The positive impact of this work can be seen in the increased attendance rates for many pupils.
- Pupils say that they feel safe and can talk confidently about how adults help them to stay safe. Pupils know how to use the internet responsibly and have designed posters, displayed around the school, to remind each other about online safety.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good and improving. Teachers' consistently high expectations motivate pupils to listen carefully and think hard. As a result, most pupils across the school are making good progress from their individual starting points.
- Pupils enjoy learning and are proud of their achievements. Teachers go to great

lengths to plan interesting activities that capture pupils' imagination and interests. The outdoor areas are used well to enrich learning. Many pupils told inspectors that learning is fun.

- In English and mathematics, teachers use their strong subject knowledge and skilful questioning to proficiently introduce technical vocabulary and explain concepts. For example, in English, pupils in key stage 2 successfully evaluated the way that language was used in a range of different poems. They cooperated well in groups, highlighting examples of alliteration or noticing when a rhyming couplet had been used to good effect. In mathematics, pupils regularly explain their reasoning to each other when solving number problems. This was seen working well in Year 5, when pupils were solving multi-step problems involving five-digit numbers.
- Reading is promoted well in every classroom. Pupils across the school read interesting and thought-provoking texts. They enjoy getting to grips with new vocabulary. A good example of this could be seen in key stage 2, when pupils were studying an edited passage from 'A Clockwork Orange'. Pupils were given time and support to analyse and successfully decode the complex vocabulary.
- Teaching effectively meets the needs of disadvantaged pupils and those who have SEN and/or disabilities. Staff know pupils well and use this information to plan their learning and support carefully. Additional adults work closely with teachers and ensure that their support is sharply focused on improving pupils' learning. Consequently, these pupils make good and often accelerated progress from their starting points.
- In most English and mathematics lessons, pupils make rapid progress because activities are highly motivating and are well matched to their needs. However, this is not the always the case for the most able pupils. Sometimes work is too easy for these pupils and they do not make as much progress as they could.
- Teaching provides pupils with a wealth of interesting and stimulating activities across a broad range of subjects. Pupils produce various pieces of work in response to questions that successfully provoke investigation and thoughtful inquiry. However, the assessment of pupils' learning across the wider curriculum is not as well developed as it is in English and mathematics. Consequently, teaching is not always matched closely enough to pupils' needs in these subjects.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy the many opportunities they are given to take responsibility and contribute to the life of the school, for example when pupil 'learning ambassadors' accompany staff to visit other schools and return with ideas for further developments at Ore Village. A pupil proudly told inspectors how their suggestions are being used to improve the school library. Members of the school council have also had a say in introducing new activities at breaktime.
- Relationships between pupils and staff are warm and respectful. Pupils are friendly and confidently talk to visitors about their learning. Pupils are polite and courteous. They

share resources, care for each other and cooperate well. As a result, the school is calm and orderly.

- Pupils say that they feel safe and know how to stay safe, including when using the internet. Pupils know what bullying is and say that it rarely happens. They trust the adults in school and feel confident that, if they have a problem, adults would help sort it out.
- Pupils are tolerant and welcoming. Skilful teaching enables pupils to think deeply about difficult ethical and moral issues. Work seen in pupils' books shows evidence of sensitive and mature thinking, with pupils taking a thoughtful approach to complex issues, such as racism.

Behaviour

- The behaviour of pupils is good.
- Leaders' determined efforts have resulted in rapid and sustained improvement in pupils' behaviour. Staff across the school consistently promote positive behaviour. Pupils know exactly what is expected of them and respond well most of the time.
- Pupils' love of learning permeates the school. Pupils listen carefully to their teachers and each other. They work hard and take pride in what they do. Pupils' written work is well presented, demonstrating the care and attention they give to their work.
- Pupils' conduct in and around the school is good. Pupils move sensibly around the school and cheerfully hold doors open for one another. At breaktimes they are considerate towards one another and use equipment responsibly.
- Rates of attendance for all pupils are improving significantly. Leaders meticulously monitor pupils' attendance and work effectively with the families of pupils who do not come to school regularly enough. However, despite this rigorous approach, attendance figures remain stubbornly just below those seen nationally. More needs to be achieved to ensure that pupils, particularly disadvantaged pupils and those who have SEN and/or disabilities, attend school more regularly.

Outcomes for pupils

Good

- Leaders' effective actions to eradicate a legacy of low expectations have brought about an impressive improvement in standards, particularly in English and mathematics.
- Pupils enjoy reading. They read frequently and successfully improve their fluency and comprehension skills as they move through the school. Most pupils have secure phonic knowledge and competently use these skills to tackle unfamiliar words when they read. A large majority of pupils in Year 1 achieve the expected standard in the national phonics screening check, although the proportion that did was still below the national average in 2017.
- In the past, some pupils did not make strong progress in English and mathematics by the end of key stage 2. However, work seen in current pupils' books shows that they now make good and often fast progress from their starting points in both key stages 1 and 2.

- Disadvantaged pupils are now making good progress from their starting points in English and mathematics. Disadvantaged pupils are making faster progress than in the past, and many are catching up with their peers.
- The vast majority of current pupils who have SEN and/or disabilities are making rapid progress from their starting points. Well-trained staff provide effective support, carefully matched to pupils' needs.
- Pupils' progress in subjects other than English and mathematics is variable because the assessment of pupils' learning in these subjects is not always precise enough.
- The most able pupils do not achieve as well as they could. They are motivated to learn because the interesting curriculum encourages them to explore and question. However, leaders know that these pupils need even greater levels of challenge to achieve consistently at the higher standard in all subjects.

Early years provision

Good

- Good leadership has rapidly improved the early years provision. Leaders have high expectations for children's achievement and successfully ensure that they get a great start to their education.
- Children achieve good outcomes in the early years. The proportion of children achieving a good level of development is above the national average. Disadvantaged children make rapid progress and catch up with their peers by the end of Reception because staff skilfully identify their needs and support them well. As a result, children are well prepared for their move to Year 1.
- Children who have SEN and/or disabilities make good and often accelerated progress. Adults accurately identify their needs and ensure that they get the help they need. Skilful adult support enables children to learn new skills quickly.
- Children enjoy the wide variety of stimulating experiences that adults provide, both indoors and outside. Activities are carefully planned to match children's needs and develop their understanding. For example, children had great fun making homes for 'superhero vegetables'. They talked enthusiastically about their ideas, cooperated well and confidently used tools and materials to build their houses.
- Adults have rightly identified that, when they join the setting, some children's speech and language skills are weaker than is typical. Carefully planned activities and adept adult support effectively enable these children to improve their communication skills quickly.
- Children's early reading, writing and mathematical skills are developed well in the early years. Children enjoy many well-planned opportunities to learn and practise these skills. For example, one child happily counted 13 pieces of pasta and accurately said that they were 'short of two' to make 15. Another group of children confidently used early phonic skills to read short words and make simple sentences.
- Adults generally use questioning effectively to develop and extend children's learning, particularly in Reception. Sometimes adults' questions do not sufficiently challenge the most able children to achieve as well as they could. Leaders have sensible plans in place to improve this aspect of provision.

- Children behave well in the early years. Children flourish because their relationships with staff are consistently warm and positive. Routines are well established and children feel secure because they know exactly what is expected of them. Children are encouraged to care for and help each other. As a result, the early years is a happy and nurturing place to learn.

School details

Unique reference number	139683
Local authority	East Sussex
Inspection number	10046572

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Wendy Morgan
Headteacher	Darren Vallier
Telephone number	01424 422979
Website	www.orevillageprimary.co.uk
Email address	office@ovpa-tkat.org
Date of previous inspection	26–27 April 2016

Information about this school

- The school is a larger than average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils supported by the pupil premium is well above average.
- The proportion of pupils who have SEN and/or disabilities is above average.
- There is a breakfast and after-school club that is managed by the school.
- The school met the government's floor standards in 2017, which are the minimum expectations for standards and progress for pupils in Year 6.

Information about this inspection

- Inspectors observed teaching and learning throughout the school. Some observations were carried out with the headteacher. A sample of pupils' workbooks was also examined.
- Inspectors held meetings with senior leaders, subject leaders and a group of teachers.
- Inspectors met with members of the governing body, including the chair of governors.
- Inspectors met with pupils to discuss their views about the school, and heard some of them read. The views of 13 pupils who responded to Ofsted's online pupil survey were also considered.
- The lead inspector met with a representative of The Kemnal Academy Trust (TKAT).
- The views of 21 parents who responded to Ofsted's online questionnaire, Parent View, and 20 additional free-text comments, were considered. Inspectors also spoke informally with parents at the start of the second day of the inspection.
- Inspectors considered the views of 33 staff who responded to Ofsted's staff survey.
- Inspectors scrutinised documentation, including leaders' evaluation of the school's effectiveness, minutes of governing body meetings and notes of TKAT monitoring visits.
- Safeguarding procedures were also reviewed.

Inspection team

Claire Prince, lead inspector	Her Majesty's Inspector
Kirstine Boon	Ofsted Inspector
Katherine Powell	Ofsted Inspector

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