

Inspection of Ormesby Village Junior School

North Road, Ormesby St Margaret, Great Yarmouth, Norfolk NR29 3LA

Inspection dates:	26 to 27 November 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

This is a small school that is more than the sum of its parts. Pupils are happy and safe because staff prioritise pupils' physical and mental well-being. Pupils take care of each other. Peer mentors make sure no one is lonely. Pupils can always turn to an adult if they have a concern. Pupils behave exceptionally well, and most pupils learn much because of their teachers' high expectations.

Pupils bubble with enthusiasm in lessons. They are eager to learn. Pupils love to share their knowledge. They answer their teachers' questions with confidence. When they make a mistake, they try again. Pupils discuss their ideas with each other. This helps them to tackle more complex tasks.

The school provides pupils with many opportunities to contribute to the life of the school. Older pupils help younger pupils to read better. School councillors represent their friends' views. They visit the Houses of Parliament. As a result, pupils understand their rights and acknowledge their responsibilities. Pupils help out at sporting events. Pupils take the initiative and run clubs for their friends. They raise money for charities and speak at Remembrance Services. These experiences enable pupils to gain leadership skills and prepare them well for their future lives.

What does the school do well and what does it need to do better?

The curriculum is ambitious and nurtures inquisitive learners, who are keen to discover new knowledge. The knowledge pupils learn is carefully chosen and links to prior learning. Pupils regularly practise what they have learned before, which helps them to remember things. For example, in mathematics pupils calculate with ease and use subject-specific vocabulary accurately to explain their working out. In history, pupils recall much detail about past events and make connections between Roman and Anglo-Saxon civilisation. Pupils embark on a variety of trips, such as to Duxford War Museum and Norwich Castle, which enhances their curriculum knowledge.

At times, some learning activities do not ensure pupils achieve the high expectations of the school. As a result, some pupils do not learn as much as they could. The school is working on this. For example, leaders continue to refine the curriculum so that pupils apply their mathematical knowledge more independently to solve problems.

Pupils love reading because the school has made learning to read a priority. Pupils read with confidence and expression. They re-tell stories using rich descriptive language. Pupils have a secure grasp of grammatical concepts. They apply this knowledge to write at length in a range of styles. Teachers meticulously check how well pupils read. Any pupil who falls behind receives immediate support and they catch up.

Most teachers rigorously check pupils' learning. They sensitively provide pupils with support so that they improve. However, some staff do not consistently identify errors in pupils' written work. As a result, some pupils continue to make the same mistakes.

The school is inclusive and welcoming. The school's provision for pupils with special educational needs and/or disabilities (SEND) is strong. Teachers receive precise guidance on how to adapt the curriculum effectively for pupils with SEND. As a result, pupils with SEND achieve well.

Pupils understand how their behaviours may affect others. They modify their actions in light of this. Pupils support their friends who may find learning more challenging with kindness and patience. Pupils learn about significant historical figures from diverse ethnic backgrounds, such as Rosa Parks. This helps pupils to empathise with those who have overcome significant challenges. Pupils are open-minded and respectful of difference. They will not tolerate any prejudice.

Leaders' high ambition is evident in every area of school life. Their actions to increase pupils' attendance have been exemplary. Two years ago, pupil absence was some of the highest in the country. Pupils' attendance is currently above the national average. Leaders and governors evaluate what the school does well and how it needs to develop with precision. Parents overwhelmingly value the education the school provides for their children. Leaders are well equipped to improve the school further.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some learning activities do not enable pupils to achieve the ambitious curriculum aims. As a result of this, some pupils do not learn as well as they could. The school must ensure that learning activities enable pupils to realise the high expectations within the curriculum.
- Some teachers do not systematically identify misconceptions and errors in written work. As a result of this, some pupils continue to make the same mistakes and misunderstanding may persist. The school must ensure that teachers systematically check learning and that pupils are provided with next steps to help them to learn better.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120917
Local authority	Norfolk
Inspection number	10345236
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	Local authority
Chair of governing body	Lauren Gardiner
Headteacher	Bradley Young
Website	www.ormesbyjunior.norfolk.sch.uk
Dates of previous inspection	7 and 8 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school makes use of one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the chair of governors, other governors, the headteacher, other leaders, subject leaders, teachers and support staff. The inspectors carried out deep dives in English, mathematics, history and languages. These included discussions with subject leaders, visits to lessons, meetings with staff and pupils, scrutiny of pupils' work and a review of any curriculum documentation.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of pupils, staff and parents. There were 14 responses to Ofsted's staff survey. There were four responses to Ofsted's pupil survey. There were 15 responses to Ofsted's online questionnaire, Ofsted Parent View. The inspector considered 14 free-text responses from parents.

Inspection team

Adam Cooke, lead inspector

His Majesty's Inspector

Ashley Best-White

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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