

Inspection of Ormiston Cliff Park Primary Academy

Orde Avenue, Gorleston-on-Sea, Great Yarmouth, Norfolk NR31 6SZ

Inspection dates: 23 and 24 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils, including those in the early years, not only learn to behave well, but they also know why it is important to do so. Pupils are polite. They are taught the values of kindness and equality. Pupils like that their good behaviour is recognised and rewarded. They are keen to have their names recorded in the 'golden book'.

One pupil's comment that 'it is not just one subject we like; it's lots' was typical of many others' opinions of their studies. Together, pupils and their teachers generate a supportive learning buzz in each classroom. Pupils are not afraid to share their ideas and to 'have a go' in classroom discussions. Pupils, including those with special educational needs and/or disabilities (SEND) become bolder and more inquisitive in their learning.

Pupils like to play their part in the school community. Play leaders support younger pupils at playtimes. Eco leaders are proud of the impressive woodland walk they have designed and planted. Pupils develop respect for their peers and the school and wider environment. Pupils learn about careers and become ambitious for their futures.

Pupils feel safe. Pupils say that adults resolve the few instances of bullying that occur.

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

Skilled leaders have overseen the school's transition from a junior school to a primary school that provides education for 540 pupils. Leaders have redesigned the curriculum. It is anchored in leaders' high expectations and their commitment to inclusivity. Pupils with SEND are supported to access the same curriculum as their classmates.

Leaders' placement of reading and communication at the centre of pupils' learning is clear to see. Pupils make good use of the many books that are within easy reach of them in classrooms and most corridors. Many pupils become fluent readers. They have plenty of opportunities to apply their reading skills to different subjects. A few pupils remain reluctant readers. Nevertheless, almost all pupils understand the value of reading.

Leaders' focus on reading starts in the early years. Staff are trained to teach early reading well. Adults model a love of reading. Their enthusiasm rubs off on children. Children gain a good grounding in phonics. Books are carefully chosen so that pupils are able to practise the sounds they know each day. A few pupils, including some pupils with SEND, struggle with their reading. Adults provide them with enthusiastic, well-judged support.

Leaders have designed ambitious programmes of learning in each subject. They have included topics that fire pupils' interest and broaden their horizons. Teachers teach much of the curriculum in line with leaders' high expectations. Teachers provide pupils with a daily drip feed of previous learning. Teachers introduce new information, including subject-specific words, in manageable chunks. They give pupils plenty of opportunities to become familiar with new information. Pupils' inquisitiveness is encouraged. They willingly share their ideas with their 'green and blue' talk partners. Teachers swiftly spot when pupils fall behind and give them help to catch up in the school's 'pick and fix' sessions. Pupils remember what they have been taught in many subjects.

Mindful of teachers' workload, leaders did not introduce new programmes of learning in all subjects at the same time. In a couple of subjects changes are more recent. The link to learning in the early years is still developing. A few teachers are getting to grips with how best to deliver these subject areas in key stage 1 and in the early years. This means some pupils take a little longer to become secure in their knowledge in these subjects.

Pupils have plenty of opportunities to become good citizens. Pupils gain an age-appropriate understanding of leadership and decision-making through their work as house captains and councillors. From the start of early years, pupils are taught to value themselves and others. They develop an understanding of diversity. They know that people's differences are not always visible. Pupils explained it is important to 'respect what people think' and to 'treat everyone with respect'.

The Ormiston Academy Trust (the trust) and local governors provide leaders with precise challenge in regular 'progress boards'. Several local governors are new. The trust and chair of governors have planned training so new governors are prepared and well placed to fulfil their roles.

Staff told us that the past two years have been particularly hard work – due to the merger and demands of the pandemic. They notice and appreciate leaders' consideration of their well-being. Staff enjoy and are proud of working at the school.

Information on the school website does not accurately reflect the good work taking place in the school.

Safeguarding

The arrangements for safeguarding are effective.

The trust, local governors and leaders are proactive and thorough in ensuring that pupils are safe. Leaders update staff on, and check their understanding of, safeguarding routines. This sustains adults' vigilance in checking on pupils' well-being.

Staff understand the importance of reporting concerns promptly and with accuracy. Leaders are tenacious in ensuring that pupils who require extra support get the help that they need.

Pupils are taught strategies to keep themselves safe. They know not to share personal information when online. If pupils have worries, they are confident that staff will listen to and support them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have redesigned the curriculum to be more ambitious and inclusive. Teachers deliver the curriculum well in most subjects. The consistency with which a few teachers apply leaders' high curricular expectations varies in a couple of subjects and learning areas in the early years and key stage 1. In line with their realistic timescales, leaders should continue to train staff to deliver the curriculum expertly in all subjects.
- The trust and local governing body share the governance duties. They should put into action their plans to train new local governors, so they are well placed to play their full part in the continuing effective governance of the school. This includes ensuring that the website accurately reflects the good work taking place in the school.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139535
Local authority	Norfolk
Inspection number	10210884
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	540
Appropriate authority	Board of trustees
Chair of trust	Paul Hann
Principal	Kathryn Rutherford
Website	www.ocppa.co.uk
Date of previous inspection	27 March 2019, under section 8 of the Education Act 2005

Information about this school

- In September 2021 Ormiston Cliff Park Junior Academy closed and merged with Ormiston Cliff Park Primary Academy. This dramatically increased the number on roll at Ormiston Cliff Park Academy. The school now provides education for pupils aged four to 11. The unique reference number of Ormiston Cliff Park Academy did not change.
- This is a larger-than-average size primary school.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in history, mathematics, music, reading and science.
- For each deep dive, inspectors met with subject leaders, looked at curriculum documentation, visited a sample of lessons, spoke with teachers, spoke with

some pupils about their learning and looked at samples of pupils' work. An inspector also listened to several pupils read.

- Inspectors also spoke with subject leaders and looked at curriculum documentation and some pupils' work in a small number of other subjects.
- Inspectors met with the principal and other leaders, including the deputy principal, the leader of the early years and the special educational needs coordinator.
- Inspectors looked at school documentation and spoke with pupils, leaders, teachers, support staff, a member of the local governing body, parents and a representative from the trust to establish the effectiveness of the school's safeguarding procedures.
- The lead inspector met those responsible for governance. These meetings involved a representative from the trust and the chair of the local governing body.
- Inspectors spent time observing and speaking with pupils in the school's breakfast club and at breaktimes and lunchtimes. Inspectors met with several groups of pupils to gather their views of their school.
- Inspectors took account of the views of parents expressed in the 22 responses to Ofsted Parent View and in the discussions held with some parents at the start of the second day of the inspection.
- The inspectors considered the views in the 74 responses to the pupil survey, and 23 responses to the staff survey.

Inspection team

John Lucas, lead inspector

Her Majesty's Inspector

Kristian Hewitt

Her Majesty's Inspector

Nick Southgate

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022