

CfBT Inspection Services T 0300 1231231
Suite 22 enquiries@ofsted.gov.uk
West Lancs Investment Centre www.ofsted.gov.uk
Maple View
Skelmersdale
WN8 9TG

Direct T 01695 566934
Direct F 01695 729320
gtunncliffe@cfbt.com
www.cfbt-inspections.com



24 March 2011

Mrs L Ford
Headteacher
Usworth Grange Primary School
Marlborough Road
Sulgrave Village
Washington
Tyne and Wear
NE37 3BG

Dear Mrs Ford,

Special measures: monitoring inspection of Usworth Grange Primary School

Following my visit with Mr Clive Petts, additional inspector, to your school on 22 and 23 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place on 28 and 29 September 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Sunderland.

Yours sincerely

Paul Hancock
Her Majesty's Inspector

January 2011



Annex

The areas for improvement identified during the inspection which took place on 28–29 September 2010

- Accelerate pupils' progress in English, mathematics and science so that it is consistently good throughout the school by:
 - urgently reviewing the needs of those pupils who are potentially vulnerable or who have special educational needs and/or disabilities, including those currently educated in the attached unit, and taking action to effectively meet these needs
 - using information from the tracking of pupils' progress to identify underachievement and to plan interventions which quickly help pupils to make up lost ground
 - ensuring that the curriculum is planned in a way which progressively develops pupils' knowledge, understanding and skills
 - providing boys with a curriculum which engages them fully in learning.
- Improve the quality of teaching so that it is consistently good or better by:
 - improving teachers' ability to accurately assess pupils' attainment
 - ensuring that the resulting information is used to plan challenging tasks for all groups of pupils
 - closely monitoring pupils' work in lessons in order to provide further support or challenge
 - giving pupils detailed guidance on how to improve their work through the use of targets and feedback from marking.
- Increase the effectiveness of leaders, managers and the governing body in driving improvement by:
 - thoroughly evaluating all aspects of the school's work
 - ensuring pupils' progress is accurately assessed, rigorously monitored and thoroughly analysed
 - holding teachers fully to account for the progress of all pupils in their classes

- taking action to improve the understanding and skills of leaders at all levels so they play a full part in improving their areas of responsibility
- ensuring the governing body monitors and evaluates the work of the school and challenges more rigorously the standards attained.

Special measures: monitoring of Usworth Grange Primary School

Report from the first monitoring inspection from 22 and 23 March 2011

Evidence

The inspectors observed the school's work, scrutinised documents and met with the headteacher, pupils, the Chair of the Governing Body, teachers and teaching assistants, and discussed progress with a senior school improvement officer from the local authority.

Context

Since the previous inspection, five teachers left at the end of the summer term before the inspection and have been replaced, and one is on long term sick leave. The present headteacher and deputy headteacher, who started at the school three weeks before the last inspection, remain in post. The Chair of the Governing Body has resigned. The new chair and vice-chair have restructured the governing body and two new governors have been appointed. A consultant headteacher and four local authority school improvement officers are providing expertise to improve a range of provision.

Pupils' achievement and the extent to which they enjoy their learning

New systems are accurately identifying pupils' starting points and the progress they are making. While attainment across the school remains low, progress is starting to accelerate in all year groups and the gap between the school's attainment and national expectations is starting to narrow. This is because of improvements in teaching, tracking of individual progress, and assessment practice. The acceleration is most rapid in mathematics in Years 3 and 4 and reading across the school.

There is still a long way to go in order to secure attainment and achievement in English, mathematics and science, which is in line with what can be expected given the pupils starting points. Pupils are more effectively grouped by need and ability and say they enjoy the challenging work they are now set. This is because a new tracking system is providing an accurate picture of their performance. It has made an impact on pupils who have special educational needs and/or disabilities. They are making more rapid progress and their needs are better met as a result of an urgent review carried out following the last inspection. For the first time, assessment information is being used to tailor interventions and the curriculum specifically to their needs, and the needs of other groups of pupils, such as unmotivated boys.

Progress since the last section 5 inspection on the areas for improvement:

- accelerate pupils' progress in English, mathematics and science so that it is consistently good throughout the school – satisfactory

Other relevant pupil outcomes

Behaviour continues to be satisfactory and evidence from the visit shows it is improving as a result of the higher quality teaching and learning. Attendance remains average. The school meets current safeguarding and child protection requirements. Evidence indicates spiritual, moral, social and cultural development continues to be satisfactory.

The effectiveness of provision

The quality of teaching is improving. No inadequate teaching was seen and the proportion of good teaching is higher. Senior leaders have planned the journey well and know there is still some way to go before all teaching is consistently good and better across the school. Learning is more carefully sequenced so that the progress of individual pupils can be checked throughout the lesson and over time. Reliable data is now being used to inform lesson planning for all groups of pupils as a result of more accurate assessment practice.

The best teaching uses challenging tasks and ensures targets are clearly understood by the pupils. Intervention in learning is sensitive to the needs of all groups of pupils and pupils' work in lessons is closely monitored in order to provide further support and challenge. When the teaching is less effective, not all groups of pupils are fully challenged and the rate of progress is insufficiently quick to make a good impact on raising attainment. The school is sharing best practice more widely to speed up the pace of improvement. The quality of marking is more robust and pupils know more about how well they are doing and what they need to do to improve. Inspection evidence indicates the school's curriculum and care, guidance and support, which were judged to be inadequate in 2010, have improved.

Progress since the last section 5 inspection on the areas for improvement:

- improve the quality of teaching so that it is consistently good or better - satisfactory

The effectiveness of leadership and management

The effectiveness of leaders, managers and the governing body in driving the school forward has increased. All aspects of the school's work are evaluated and capacity has been significantly strengthened with the appointment of the new headteacher and deputy headteacher. The school improvement plan precisely outlines targets, action and outcomes and the strengths and weaknesses of the school are well known.

Leaders and managers at all levels are more skilled at monitoring and evaluating the progress pupils make, the work of subjects and the school's performance. Governance has improved and the re-structured governing body has a clear understanding of the steps that need to be taken to maintain the upward trend of improvement. Teachers are benefitting from training and support and are more rigorously held to account for pupils' progress. Evidence from the inspection indicates the effectiveness of partnerships in promoting

learning and well-being, which was judged to be inadequate in the previous inspection, has also improved.

Progress since the last section 5 inspection on the areas for improvement:

- increase the effectiveness of leaders, managers and the governing body in driving improvement – satisfactory

External support

The school is working well with the local authority to improve outcomes and the quality of teaching. The statement of action which was judged by Ofsted to be fit for purpose is making a satisfactory impact, for example, the quality of teaching is improving. The School Improvement Partner has helped the school sharpen its analysis of achievement and progress. Local authority consultants are helping to refine strategies and initiatives so that school improvement gathers pace. This is a key priority as there is a long way to go before attainment and achievement are where they should be.