

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 June 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 to your school on 22 and 23 June 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 second monitoring inspection since the school became subject to special measures following the inspection which took place in 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

Progress since previous monitoring inspection – satisfactory

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 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 second monitoring inspection from 22 to 23 June 2011

Evidence

The inspector observed the school's work, scrutinised documents and met 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, a part-time teacher has left and been replaced by a full-time teacher who is leading on literacy. Two supply teachers are covering for a teacher who is on sick leave and another who is leaving at the end the summer term. A consultant headteacher and three local authority school improvement officers continue to provide expertise to improve a range of provision.

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

Pupils' progress since the last visit has improved and underachievement is identified more quickly as a result of higher quality assessment information. For example, the school is taking appropriate action to make improvements in Years 3 and 4 where progress is slower than in the other year groups. The gap between the school's attainment and national expectations continues to narrow, although standards in English, mathematics and science remain below what is expected. School assessment information and pupils' work show that achievement is rising at both key stages. The school is anticipating that attainment in Key Stage 2 assessments and tests in 2011 will be better than previously even though many of the present Year 6 pupils experienced slow progress in their lower years.

Improvement continues an upward trend and the school knows there is much to do in order to secure attainment which is in line with the national picture. More-challenging targets are being set and achievement is rising as a result. The tailoring of intervention and the curriculum for pupils who have special educational needs and/or disabilities and underachieving boys are ensuring they are making progress more quickly in the main school. However, the wide age range, from Year 2 to Year 6, and the diverse special educational needs in the one class at the designated special educational needs unit limits the progress and achievement of these pupils.

Since the last monitoring visit, work in books shows that the quality of writing and marking is improving as a result of a sharper focus to improve practice. Pupils say they continue to enjoy learning and now have better planned activities to practise their literacy skills in other subjects.

Progress since the last monitoring 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

Attendance is average and behaviour continues to be satisfactory. The visit did not focus closely on other outcomes, although there was evidence that pupils adopt healthy lifestyles, feel safe in the school and make a satisfactory contribution to the community.

The effectiveness of provision

Lesson monitoring by the school since the last visit shows the quality of teaching has improved. Inspection evidence confirms that, currently, just over half the teaching is good or better and the remainder is satisfactory. The proportion of good or better teaching is still not large enough to sustain good progress across all the year groups. When the teaching is most effective, planning is detailed and clearly linked to the latest assessment information. The pace of learning is brisk and allows pupils to have sufficient time to complete tasks fully. The teaching is less successful when work is not sufficiently well matched to pupils' individual needs and interests in the class. The school is continuing to share best practice to speed up the pace of improvement.

Targets have been reviewed and they are better used to help pupils improve their work. The quality of marking is more consistent and pupils are provided with helpful advice on how to make gains in their learning. Teachers' ability to assess attainment accurately has improved and work in lessons is monitored to make it more challenging. Inspection evidence indicates the school's curriculum and care, guidance and support are continuing to improve.

Progress since the last monitoring 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

Further gains have been made in the effectiveness of leaders, managers and the governing body in driving improvement. For example, the impact of middle leaders working with the consultant headteacher to improve their skills can be clearly seen in the more-rigorous evaluation of pupils' progress. The outcomes in the school improvement plan are closely monitored and the strengths and weaknesses of the school are accurately identified. The restructuring of the governing body and recent training has ensured its members are fully informed about the work of the school. They have a clear picture of its performance and the areas needing improvement. The effectiveness of partnerships in promoting learning and well-being is developing well.

Progress since the last monitoring inspection on the areas for improvement:

- improve leadership, management and governance – satisfactory.

External support

The local authority is providing good support to improve outcomes and the quality of teaching. The School Improvement Partner is helping the school to make gains in overall effectiveness and local authority consultants are supporting developments aimed at raising achievement and the quality of teaching. Communication between the local authority, the governing body and school leaders has significantly improved and understanding how to move the school forward is shared well between each of these groups.