

Usworth Grange Primary School

Inspection report

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|--------------------------------|----------------------|
| Unique Reference Number | 108822 |
| Local Authority | Sunderland |
| Inspection number | 356431 |
| Inspection dates | 28–29 September 2010 |
| Reporting inspector | Linda Buller |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 213 |
| Appropriate authority | The governing body |
| Chair | Mr Lesley Cash |
| Headteacher | Mrs Leigh Ford |
| Date of previous school inspection | 20 November 2007 |
| School address | Marlborough Road Sulgrave Village, Washington Tyne and Wear NE37 3BG |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited fourteen lessons taught by nine teachers. They held discussions with the governors, staff, and groups of pupils. They also took account of views expressed through pupil and staff surveys. They observed the school's work and looked at a range of documentation including monitoring records, the school's assessments of pupils' attainment, teachers' planning, files relating to pupils considered potentially vulnerable and those with special educational needs and/or disabilities. Inspectors also examined safeguarding documentation and 48 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment of pupils in Year 6 to determine how effectively leaders and managers are tackling the problem of low standards
- the rate of pupils' progress, particularly of boys in English, to determine whether provision is good enough
- the capacity of leaders and managers at all levels to secure and sustain improvement, with specific reference to driving improvement in the quality of teaching and learning

Information about the school

This is an average size primary school. The majority of pupils are of White British heritage with a small proportion from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is higher than the national average, as is the percentage of pupils with a statement of special educational needs. The proportion of pupils who are known to be eligible for free school meals is high. The school houses a local authority unit for pupils who have moderate learning difficulties. The unit consists of one Key Stage 1 class and one Key Stage 2 class. There are currently five pupils from elsewhere in the local authority whose statement of special educational needs places them within this provision. In addition, a further 17 pupils from the school receive all of their school provision within these classes.

The school underwent a significant change to staffing in September 2010 when six new staff joined the school, including a new headteacher and deputy headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**4****The school's capacity for sustained improvement****4**

Main findings

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The overall effectiveness of the school is inadequate. Too many pupils, of all abilities, make inadequate progress in English, mathematics and science. As a result, by the time pupils leave the school their attainment is low and they do not have the basic skills they need to prepare them well for the next stage of their education. Pupils enjoy coming to school because relationships are good, and their attendance is in line with national averages. Parents are generally supportive of the school and agree that systems and procedures to ensure the safety of their children are in place.

However, pupils are not making rapid enough gains in their learning because, despite some good teaching, too much remains inadequate. Assessments of pupils' varying levels of ability are not secure. Consequently, curriculum planning is not adapted well enough to meet the needs of the different groups of pupils in each class. During lessons, teachers do not monitor pupils' work closely enough to check pupils' understanding or to move learning forward. The specific needs and barriers to learning of those pupils who are potentially vulnerable or those with special educational needs and/or disabilities are not carefully identified. Although parents and other agencies are involved in reviews of need, the care, guidance and support provided are not closely targeted to improving outcomes for these pupils.

When children enter the school their attainment is well below that expected of average three-year-olds, with boys usually demonstrating lower levels of knowledge and skill than girls. From the Early Years Foundations Stage through to Year 6, insufficient account is taken of the differing rates of progress of these diverse groups in order to ensure they have an equal opportunity to succeed. Therefore, by the time they leave school the gap in the attainment of boys and girls has widened considerably and is much greater than that between boys and girls nationally, especially in English.

Systems for monitoring the work of the school do not include leaders and managers at all levels and lack a clear focus. Consequently, self-evaluation is overgenerous and does not provide a secure footing on which to base priorities for improvement. Although they have been in post only since the beginning of term, the headteacher and deputy headteacher have rapidly grasped the difficulties that the school faces and have a good understanding of what needs to be done to bring about improvement in the quality of teaching and subsequently raise attainment. This is clear from the revised school improvement plan. Nevertheless, the new leadership team has not had the time to make a demonstrable

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impact on the school and improvement since the last inspection has been inadequate. Consequently, the school's capacity to improve is inadequate.

What does the school need to do to improve further?

- 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 governors 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.

Outcomes for individuals and groups of pupils

4

Achievement is inadequate. Children generally enter the school with well-below expected levels of attainment and most do not make the progress needed in order to achieve their potential. Pupils' work in lessons and in their books confirms that the attainment of the oldest pupils in the school remains low. Where teaching is satisfactory or better, there is evidence of improvement in the rate of progress but this remains variable between

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different subjects and classes. Significant gaps in pupils' basic literacy and numeracy skills have a negative impact on their ability to progress in new learning. When tasks are engaging and well explained pupils' enjoyment and enthusiasm are clearly visible. They are keen to do well and demonstrate pride in their work. Too often, however, pupils are passive and find it difficult to sustain concentration and effort when asked to complete independent tasks without the close attention of an adult.

Pupils' keenness to do well is also reflected in the satisfactory development of their personal skills. They are pleasant, polite, get on well with others and generally behave satisfactorily. Most pupils say they feel safe in school. They feel they can talk to staff who will usually resolve any problems. A significant number of pupils express concern regarding the behaviour of other pupils, although the evidence shows that behaviour is satisfactory. They understand how to keep healthy, they engage willingly in physical education lessons and are active in the playground but limited extra-curricular opportunities for sport or exercise restrict their physical activity. Pupils, for example the members of the school council, take seriously any responsibilities they are given. Despite having some positive social skills and average attendance, low standards in basic skills mean that pupils are not well enough equipped for their future economic well-being.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 4 |
| Taking into account: | |
| Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 4 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 4 |
| The extent to which pupils feel safe | 3 |
| Pupils' behaviour | 3 |
| The extent to which pupils adopt healthy lifestyles | 3 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 4 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

There are widespread weaknesses in the school's provision. Although some satisfactory and good teaching was observed during the inspection in all parts of the school, teaching has a number of significant shortcomings. Classroom organisation is generally satisfactory and teachers set consistently high expectations of pupils' behaviour. Relationships between teachers and their pupils are good and most pupils are settled and happy. However, due to a lack of accuracy in the assessment of their knowledge and understanding, pupils are sometimes asked to do work that does not take account of gaps in earlier learning. Tasks are not always interesting enough to involve pupils actively and so result in passive learning. Target setting is underdeveloped and pupils do not receive consistent or sufficient guidance on what they are aiming for and about the next steps in their learning. This results in inconsistent and inadequate progress being made across Years 1 to 6. This is the case for all groups of pupils, including those with special educational needs and/or disabilities.

Although all subjects are taught, the curriculum is not planned in a way that ensures that pupils' knowledge, understanding and skills are progressively developed. Pupils' progress is not tracked rigorously enough to enable the curriculum to be adapted to meet pupils' individual needs. The programme to teach the youngest pupils letters and sounds is beginning to improve reading and writing skills. However, as yet, no improvement can be seen in spelling, reading and writing of older pupils. Opportunities for extra-curricular activity or visits to places of interest to enrich the curriculum are too limited despite being effective when they take place. For example, visiting music specialists add an extra dimension to learning, to which pupils respond with enthusiasm. However, the development of partnerships to extend curriculum provision, have not been actively followed up.

Day-to-day care of pupils is satisfactory. High priority has been given by the headteacher to ensure that all safeguarding requirements are met and that pupils are provided with sound advice and guidance about how to keep safe. The school effectively encourages regular attendance and first day absence is quickly pursued. However, where pupils fall behind, or have specific needs, interventions are not planned well enough to help them catch up quickly. This is also the case for those pupils currently educated within the attached unit. The reasons for pupils not being either partly or wholly integrated into their mainstream classes are not clear and are not based firmly enough on a continuous review of pupils' needs.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 4 |
| Taking into account: The use of assessment to support learning | 4 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 4 |
| The effectiveness of care, guidance and support | 4 |

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How effective are leadership and management?

The school does not adequately promote equality of opportunity for all pupils. A lack of rigour in the monitoring of the school's work has led to an inaccurate view of the school's effectiveness. The governing body has not sufficiently held the school to account for the rapidly declining attainment. As a result, leaders and managers, including governors, have not taken the action required to drive up improvement and raise the performance of pupils and teachers. This has resulted in pupils' considerable underachievement and a decline in the quality of teaching since the last inspection. The newly appointed senior leadership team understands the task ahead of it and is committed to bringing about improvement. Initial assessment of pupils' ability and an interim tracking system are providing more detailed information about how pupils are progressing. This is a positive development and has helped clarify the nature and extent of the problems, but it is not yet fully reliable.

Arrangements for safeguarding pupils are satisfactory. The school has yet to fully meet its duty to promote community cohesion. School leaders have not done enough to promote pupils' experience and understanding of diverse communities further afield in this country and abroad. There is not a planned approach to develop these aspects or an evaluation of the impact of the school's work in this area.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 4 |
| Taking into account: The leadership and management of teaching and learning | 4 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 4 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 4 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 4 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 4 |
| The effectiveness with which the school deploys resources to achieve value for money | 4 |

Early Years Foundation Stage

Provision and outcomes in the Early Years Foundation Stage are satisfactory. Most children settle quickly, play happily and are confident approaching and talking with staff. Overall, children make broadly satisfactory progress in their learning. The curriculum addresses all areas of learning and provides an adequate range of activities for children. Children have some opportunity for imaginative play; however, there is some imbalance between those

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activities which are directed by staff and those which children choose for themselves. This limits children's development of independent learning. Not enough opportunities are taken to use the interests of boys to address the imbalance between their skills and those of girls. Early reading and writing skills are taught well; however, teachers' assessments of children's attainment are at times overgenerous. Hygiene practices are promoted well. Children feel safe and secure and enjoy the benefits of healthy snacks. Provision for children's welfare is satisfactory. Leadership and management are satisfactory; this ensures that all recommended procedures for safeguarding children are in place.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Just under a quarter of parents and carers returned the questionnaire giving their views of the school. Of these, the large majority were positive. A small minority are not happy with the progress their children make. The inspection evidence indicates that pupils' progress is inadequate. A few parents and carers are also not satisfied with the way the school deals with unacceptable behaviour. However, during the inspection pupils' behaviour was found to be satisfactory. Discussion with pupils and school records indicate that incidents of poor behaviour do occur. However, pupils say that these are dealt with satisfactorily by staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Usworth Grange Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 26 | 54 | 17 | 35 | 3 | 6 | 0 | 0 |
| The school keeps my child safe | 28 | 58 | 20 | 42 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 19 | 40 | 27 | 56 | 1 | 2 | 0 | 0 |
| My child is making enough progress at this school | 16 | 33 | 25 | 52 | 4 | 8 | 0 | 0 |
| The teaching is good at this school | 20 | 42 | 24 | 50 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 20 | 42 | 26 | 54 | 1 | 2 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 17 | 35 | 27 | 56 | 3 | 6 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 14 | 29 | 32 | 67 | 0 | 0 | 1 | 2 |
| The school meets my child's particular needs | 19 | 40 | 27 | 56 | 1 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 14 | 29 | 26 | 54 | 5 | 10 | 1 | 2 |
| The school takes account of my suggestions and concerns | 13 | 27 | 29 | 60 | 3 | 6 | 0 | 0 |
| The school is led and managed effectively | 15 | 31 | 27 | 56 | 1 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 25 | 52 | 20 | 42 | 1 | 2 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 October 2010

Dear Pupils

Inspection of Usworth Grange Primary School, Washington, NE37 3BG

Thank you very much for the welcome and help you gave to the inspection team when we came to your school recently. Most of you are friendly and polite to each other and to the teachers and other adults who work with you. The adults care for you so that you are safe. You know about the importance of a healthy lifestyle and the importance of regular exercise to help keep you fit and well.

However, we have found that too many of you are not doing as well as you could in your lessons. The school's leaders have not checked carefully enough how you are doing; therefore, you are not given work that has been well chosen for you. All of you should be getting work that challenges you without making you struggle to understand it. We have also found that you are not getting enough support with your work or enough guidance on how to improve it. We have decided that your school needs 'special measures', which means that it will get a lot of extra help and support to make it better. Your headteacher and governors need to make sure that:

- they monitor all aspects of the school and take the actions needed to improve your attainment
- careful checks are made of what you already know and understand
- the teaching you receive is as good as it should be
- all of you get work in class which is right for you
- the subjects you learn are planned carefully and help you to do as well as you can
- marking and advice help you improve your work.

You can all help improve the school. Always do your best and tell your teachers if the work they give you is too easy, or if there is anything that you do not understand, so that they can help you.

Yours sincerely

Mrs Linda Buller

Lead inspector

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