

Grangetown Primary School

Inspection report

Unique Reference Number	108758
Local Authority	Sunderland
Inspection number	356422
Inspection dates	3–4 March 2011
Reporting inspector	Joy Frost HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Mrs Sue Thomson
Headteacher	Mr Les McAnaney
Date of previous school inspection	Not previously inspected
School address	Spelter Works Road Grangetown, Sunderland Tyne and Wear SR2 8PX
Telephone number	0191 5537647
Fax number	0191 5537645
Email address	grangetown.primary@schools.sunderland.gov.uk

Age group	3–11
Inspection dates	3–4 March 2011
Inspection number	356422

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 20 lessons and saw 11 teachers and five teaching assistants teach. Meetings were held with groups of pupils, representatives of the governing body, staff, senior leaders, and a local authority representative. Inspectors observed the school's work, and looked at documents relating to pupils' attainment and progress, monitoring and evaluation, the curriculum and safeguarding procedures. The team also scrutinised the work in pupils' books in English and mathematics and analysed questionnaires from 82 parents and carers.

- The progress made by the school in raising pupils' attainment to nearer age-related expectations.
- The quality of teaching and pupils' learning, especially for more-able pupils, boys in Key Stage 1 and girls in Key Stage 2.
- The impact of the school's strategies to improve attendance.
- The improvements in leadership and management.

Information about the school

Grangetown is an average sized primary school in a former dock area, south-east of Sunderland city centre. The vast majority of pupils come from a White British heritage but an increasing proportion of pupils has joined the school who have an eastern European heritage with little or no spoken English. The proportion of pupils known to be eligible for free school meals is well over double the national average. The number of pupils with special educational needs and/or disabilities is higher than the national average although few pupils have a statement of special educational needs.

The school manages the Sure Start funded Daisychain Day Care on the site. This provision was not looked at as part of the inspection. The Early Year's Foundation Stage consists of a unit in which Nursery- and Reception-aged children are taught together.

Since the last inspection the deputy headteacher has left the school and the assistant headteacher is currently acting as deputy headteacher. Three teachers have left the school and four new teachers joined the school in September 2010.

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?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a satisfactory and rapidly-improving school. Strong leadership, improved teaching and learning and good use of data have halted the decline in attainment and pupils' progress and have turned this school around. Good work with outside agencies and families has improved pupils' attendance and it is now broadly average. Attainment at the end of both key stages is still low but pupils' progress is accelerating rapidly especially in reading across the school and for identified groups of pupils in writing and mathematics, moving them nearer to age-related expectations. Parents, carers, pupils and staff all support the changes the school has made and a typical comment is, 'My child is in Year 5 and I have witnessed big improvements all round'.

The pastoral care of pupils is good and this aids their personal development. Pupils' behaviour is good; they get along well together, are polite, enjoy their learning and are keen to take part in all that the school has to offer. All pupils say they feel safe in school and that there is little if any bullying and this is a testament to the good safeguarding procedures in place. Teaching is improving rapidly to satisfactory overall but nearly half of the teaching observed by inspectors was good. Teachers and teaching assistants are focused on identifying any pupil who is falling behind and they plan short, effective catch-up programmes which move pupils' learning forward. A daily session which enables pupils to match letters and sounds and to practise their reading is having an impact on accelerating all pupils' progress. Good teaching of mathematical concepts is helping pupils solve problems and develop thinking skills. However, pupils still have gaps in their knowledge of numbers and mental calculation strategies because they do not have enough opportunities to practise the quick recall of number facts. Pupils' progress in writing is satisfactory and they have targets for improvement which tell them the next steps in their learning. Currently, these targets are not referred to in some lessons or in the marking in books, which is variable in quality across the school. In some classes there are too few opportunities for pupils to write at length.

The revised curriculum is helping pupils to understand more about different cultures and faiths through links with a school in China and with visitors from different cultures to the school, but pupils' understanding of the global aspects of community cohesion and what it means to live in a multicultural society is limited.

The headteacher and senior leaders have developed good systems to involve all teachers in the analysis of data. Teachers know pupils well and senior leaders hold regular meetings to discuss pupils' progress and plan actions for improvement with individual teachers. The data teachers collect is comprehensive and is analysed for all groups within the school. This is leading to action plans to accelerate the progress of pupils known to be

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

eligible for free school meals, girls in Key Stage 2, boys in Key Stage 1 and more-able pupils. These actions are leading to improved progress for most groups of pupils but boys and more-able pupils have further to catch up in writing and mathematics. Senior leaders have an accurate view of what the school has achieved through comprehensive self-evaluation procedures and they are identifying what the next steps are. The governing body is beginning to challenge senior leaders and ask searching questions about the school's performance. However, the current monitoring procedures are too all-encompassing and are not always sufficiently focused on which actions are having the most impact on pupils' learning. The impact of senior leaders in improving attendance, teaching and learning, pupils' progress, attainment and behaviour show that they have a good capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve attainment and progress in mathematics and writing; especially for boys and more-able pupils by:
 - improving the marking of pupils' work so that it tells pupils what the next steps in learning are and gives them opportunities to edit their work
 - giving pupils more opportunities to write at length and work towards their targets in writing lessons
 - using the data from assessments to plan activities in lessons which challenge the more-able pupils
 - providing more opportunities for all pupils to develop mental calculation strategies and practise their quick recall of number facts.
- Improve the impact of senior leaders monitoring and evaluation by:
 - revising the school improvement plan to focus more sharply on the actions which will have the most impact on pupils' learning
 - developing the skills of middle leaders in monitoring and evaluating the school's work.
- Improve pupils' understanding of community cohesion, their knowledge of different cultures and their understanding of life in a multicultural society in the United Kingdom

Outcomes for individuals and groups of pupils

3

Pupils' skills and knowledge on entry to the school is well below that expected of three-year-olds except in creative and physical development. As they move through the school pupils' attainment in basic skills is accelerating and although it is still low by the end of Year 6 this represents satisfactory progress and achievement. Attainment in all classes is moving nearer to age-related expectations in reading, writing and mathematics and in the lessons observed during the inspection there were pockets of accelerated progress for most identified groups of pupils. The revision of procedures for the identification of pupils with special educational needs and/or disabilities has had a marked impact on improving

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

the progress of this group of pupils. Good identification and good quality intervention programmes are accelerating these pupils' progress especially in reading and mathematics. The daily catch-up programmes for all pupils in matching letters and sounds and in reading, observed by inspectors, showed pupils enjoying their learning because activities were well-matched to their abilities, built on previous knowledge and moved pupils' learning forward at a brisk pace.

Pupils' good behaviour, attitudes to learning and relationships are having a positive impact on their learning. During the inspection no lessons were disrupted by poor behaviour and in the playground pupils of different ages played happily together. Pupils are active in break times because there is good play equipment which develops pupils' physical skills. Pupils say that there is no bullying and that there is always someone to help them if they have a problem. Pupils take on responsibilities around the school and as 'playtime buddies' are on duty to help younger pupils. Buddies have received training, are easily identified by their yellow jackets and were observed at the 'friendship stop' playing an active role in mediating during playground disputes. Pupils make good healthy eating choices in the dining hall and are knowledgeable about how to keep themselves safe outside of school. Pupils play an active role in the local community and there is a good take up of extra-curricular activities which are varied and engage all pupils. Pupils' moral and social development is good but their spiritual and cultural development is satisfactory. Pupils are knowledgeable about other cultures around the world but are less knowledgeable about the benefits of living in a multicultural society in the United Kingdom although this is developing through assemblies and the revised curriculum.

Attendance is broadly average and improving rapidly. Pupils are well aware of the need for good attendance and the links between attendance and attainment because it has a high profile within the school. Weekly attendance awards and newsletters to parents and carers are helping to sustain the drive for better attendance.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
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

How effective is the provision?

There is very good pastoral care for those pupils whose circumstances may make them vulnerable and their families. Staff 'go the extra mile' to engage with and support families. Good links with external agencies and the revised procedures for pupils with special educational needs and/or disabilities are contributing well to pupils' personal development and improving their achievement. A complete overhaul of curriculum provision is enabling teachers to teach more exciting lessons with meaningful links between curriculum areas. Improved enrichment activities and cultural and sporting visits and visitors are giving pupils hands-on experiences of learning; for example, by working with artists, dancers, poets, storytellers and theatre groups. In lessons observed during the inspection teachers were cleverly weaving subjects together giving pupils a purpose for their learning. This was especially the case in art, geography and history sessions where the class topic was used well as a stimulus for writing.

In the better lessons there is a brisk pace and good levels of challenge for all pupils, and teachers use questioning skills very effectively to promote pupils' thinking and to find out what they have learnt. Teaching assistants are well-deployed to work effectively with groups of pupils to support learning and move it forward; and pupils are engaged for the whole session with many opportunities to discuss their learning. In satisfactory lessons teachers do not use the day-to-day assessments they collect to plan lessons which meet the needs of all groups of pupils within the class, especially the more-able pupils.

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

Assessment is carried out regularly and is generally accurate but references to pupils' individual targets in lessons are seen only in the best lessons and marking does not always tell pupils what the next steps in their learning are and there are limited opportunities for pupils to respond to marking comments by editing their work.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The drive and ambition of the headteacher and his leadership team are clearly seen in all aspects of this improving school. Vastly-improved engagement and communication with parents and carers has restored confidence in the school and the responses in the pupil and parental questionnaires confirm this. Staff and pupil morale is high and all understand, and can articulate, the headteacher's drive for improved attainment and achievement across the school. There are good systems in place to hold teachers to account for pupil progress and all teachers say they feel fully involved in moving the school forward. The governing body carry out all of their statutory duties and have developed their skills well in challenging the headteacher and in playing a real part in the management of the school. They have carried out an audit and have developed an action plan to promote community cohesion within the local area and in the United Kingdom well but it has yet to impact fully on pupils' understanding of global issues or what it means to live in a multicultural society.

The school has developed good partnerships with outside agencies to support pupils with special educational needs and/or disabilities as well as partnerships within the local area to promote learning and pupils' well-being, for example, with the police and fire brigade, local churches and Sunderland Football Club. The school has made good use of local authority personnel and consultants to help bring about improvements in teaching and the accelerated progress necessary to move the school forward. There are good safeguarding systems in place to ensure that pupils are safe at all times which are regularly updated.

The school's own monitoring and data analysis has highlighted that some groups within the school, for example, boys, pupils known to be eligible for free school meals and more-able pupils were making less progress than their peers. Procedures now in place to support these pupils are closing the attainment gap and therefore the effectiveness with which the school promotes equality of opportunity and tackles discrimination is satisfactory. All staff are involved in analysing data and promoting better achievement in basic skills but middle managers are less involved in improving attainment in their subject areas. The school improvement plan contains many good actions to improve attainment and achievement but it is not yet fully focused on closely monitoring the impact of

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

individual actions so that the leaders and managers of the school know precisely what is having the most impact and what is not. The school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The setting has been recently re-organised into an Early Years Foundation Stage unit where Nursery and Reception children integrate closely together. This new organisation is instrumental in improving areas of the provision but it has not yet had time to impact fully on children's outcomes. Children enter the Nursery with skills and knowledge which are well below that expected of three-year-olds except in physical and creative development. When children enter Year 1 their attainment is still below average but they have made satisfactory progress overall and good progress in developing their knowledge of letters and sounds and counting. Welfare arrangements are all met and there is good and developing communication with parents and carers. The setting works very closely with the Daisychain Day Care centre on site and this is helping to ensure that children settle in quickly and pick up routines. Children can work independently, are happy and increasingly confident in all areas of the provision and their behaviour is good.

The provision indoors is much improved since the last inspection with opportunities for pupils to experience all six areas of learning through appropriate resources and child-initiated and adult-led activities. However, opportunities are missed in the outdoor area for children to experience creative and physical development through stimulating role-play areas and links to indoor activities. The use of adult questioning is sometimes underdeveloped and this restricts opportunities for pupils to develop their thinking skills. The needs of all children are routinely met and children have learning journals which capture assessments of their progress well. Although these are shared with parents and carers, they do not have opportunities to add their own views and comments. The Early

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

Years Foundation Stage leader is successful in promoting effective teamwork and the staff have a good understanding of how young children learn.

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

Around a half of parents and carers returned questionnaires. The vast majority of parents and carers were very supportive of the school and they were particularly pleased that their child enjoyed school and was kept safe. The vast majority also thought that the school was led and managed well and that the school helped their child to lead a healthy lifestyle. A small minority of parents and carers had concerns about the changes to staffing, inspectors found that staffing is now stable for the first time in many years.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grangetown 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 253 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	57	34	40	1	1	1	1
The school keeps my child safe	43	51	40	48	1	1	0	0
My school informs me about my child's progress	35	42	41	49	6	7	2	2
My child is making enough progress at this school	41	49	40	48	2	2	0	0
The teaching is good at this school	37	44	44	52	3	4	0	0
The school helps me to support my child's learning	32	38	46	55	5	6	1	1
The school helps my child to have a healthy lifestyle	35	42	46	55	3	4	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)	25	30	52	62	4	5	0	0
The school meets my child's particular needs	35	42	44	52	4	5	0	0
The school deals effectively with unacceptable behaviour	32	38	45	54	4	5	1	1
The school takes account of my suggestions and concerns	28	33	51	61	5	6	0	0
The school is led and managed effectively	40	48	41	49	2	2	0	0
Overall, I am happy with my child's experience at this school	39	46	41	49	4	5	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



7 March 2011

Dear Pupils

Inspection of Grangetown Primary School, Sunderland, SR2 8PX

Thank you for the help you gave the inspectors when we visited you recently to see how well you were doing. We are pleased to tell you that because of your and your teachers' hard work your school is now satisfactory and improving quickly and no longer requires significant improvement. Well done! You told us that there have been many positive changes over the last year and that you enjoy coming to school. You also told us that lessons are much more interesting and that you are much more involved in your own learning. We thought that some aspects of the school's work were good; for example, your behaviour and attitudes and your knowledge of how to keep safe and lead a healthy lifestyle. We also found that adults in the school take very good care of you and help to keep you safe.

We want your school to continue to improve so we have asked the headteacher and governing body to make some more improvements.

- We think that you can make even more progress in writing and mathematics so we have asked that you get lots of opportunities to write and use your targets.
- We would also like your teachers to make sure that you can use mental calculations to work out mathematical problems so we would like you to practise these every day.
- Some of you can do harder work and we have asked your teachers to make sure that you always have work that is not too easy.
- When teachers mark your books we have asked them to tell you what you need to do next to improve your work and give you time to respond to their comments.
- The headteacher and governing body are going to check very closely that these things are happening and that you continue to make more progress.

You can help your teachers by attending school every day as some of you, only a few, do not attend as regularly as you could.

Yours sincerely

Joy Frost

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.