

Usworth Grange Primary School

Marlborough Road, Sulgrave Village, Washington, Tyne and Wear, NE37 3BG

Inspection dates 21–22 November 2012

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and the new governing body have taken a strong lead in driving significant change and improvement in the last 18 months.
- Children make a good start in the Early Years Foundation Stage because the teaching is good.
- Reading, writing and mathematics are taught very well across the school.
- Good teaching ensures all pupils from different backgrounds achieve well and make good progress.
- Behaviour and attendance have significantly improved and pupils say they feel very safe.
- Parents, pupils, and staff are highly positive about the changes made by the headteacher and the impact they are making on learning, achievement and behaviour.
- The governing body makes sure money is well spent and takes swift action to move the school forward.
- Results in national tests are much better and are at least average.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to sustain outstanding achievement.
- Not enough pupils reach the highest levels of achievement because their progress over time is not as fast as it could be.

Information about this inspection

- Inspectors observed 17 lessons across all classes, listened to pupils read, held meetings with leaders, members of the governing body, officers from the local authority and pupils.
- The team looked at pupils' work in books and school information on achievement, attendance, behaviour, and safety.
- Inspectors talked informally with parents and considered the views of 10 responses to the on-line questionnaire (Parent View).

Inspection team

Paul Hancock, Lead inspector	Her Majesty's Inspector
Fiona Dixon	Additional Inspector
Zoe Westley	Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Usworth Grange is a smaller than average primary school.
- It no longer has a resourced special educational needs unit.
- Most pupils are from a White British heritage.
- Two-thirds of pupils are known to be eligible for the pupil premium (which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and children from service families).
- The proportion of pupils with special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- Seven teachers have been replaced since the last inspection. The governing body has been restructured with a new Chair of the Governing Body, vice-chair and members.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure more teaching is outstanding by sharing best practice and providing professional development tailored to individual teacher's needs.
- Make sure pupils make excellent progress appropriate to their age and capability by ensuring they have the best possible skills to read and write.

Inspection judgements

The achievement of pupils

is good

- Children make good progress in the Early Years Foundation Stage because good teaching ensures they settle quickly and make good progress from their low starting points. Children's skills and abilities on entry are below and often well below those seen typically for their age, especially when they are speaking and listening.
- All pupils achieve very well and make good progress as they move through the school, including those with special educational needs, low attaining pupils and the very high number entitled to free school meals.
- Pupils' achievement in English and mathematics has rapidly improved in the last 18 months and national test results in 2012 show the value added is significantly above the national average. Attainment is average by the time they leave in Year 6. Inspection evidence confirms pupils' progress this term continues to be rapid and the school predicts further gains in 2012.
- There are many opportunities for pupils to read and write and teachers are skilled at asking questions which make pupils think hard about the work they are doing.
- The school's own information and pupils' current work show that the pupil premium funding is being used highly effectively to close the gaps in pupils' attainment through high quality individual and small group teaching and sharply focussed use of resources.
- Parents say their children are learning more quickly, enjoy coming to school, and are making much better progress.

The quality of teaching

is good

- The quality of teaching has vastly improved as a result of new appointments and substantial professional development. It is now consistently good with some that is outstanding and this is one of the main reasons why the pupils are making much better progress. Lessons are well planned to build on previous learning and cater for a wide range of pupils' needs.
- The school knows the proportion of outstanding teaching needs to increase to continue the journey towards being an outstanding school.
- Teachers rigorously assess and mark pupils' work and provide very constructive comments for pupils to help them make progress. Teachers check if pupils have taken account of their comments to help improve the next piece of work.
- Teachers' good subject expertise is seen in challenging questions which quickly extend pupils' learning. Individual help and support for pupils is a common feature in lessons.
- The pupil premium funding is directly benefitting those it is intended to support and helping to drive improvement in the quality of teaching. The extra tuition in small groups and for individuals is raising pupils' view of what it is possible to achieve.

The behaviour and safety of pupils

are good

- New systems to manage behaviour introduced shortly after the school went into special measures have proved to be very effective in providing the best possible climate for learning.
- Pupils say that they feel very safe and are positive about the good behaviour they experience in lessons and around the school. They and their parents say it is much better than it used to be. Bullying is rare and pupils are aware of the different types of bullying and the dangers found when using computers and the internet.
- Pupils are proud of their school community and show mutual respect for each other and the

different beliefs and cultures in the school. Attendance is average and improving, as a result of careful checks and new systems to deal with persistent absentees.

The leadership and management are good

- The headteacher has provided strong leadership with the full support of the governing body since being appointed three weeks before the school went into special measures. She has been at the centre of the journey to create a good school in 18 months. The school is very well placed to improve further.
- Leaders at all levels and staff work with a common purpose with complete determination to remove barriers to pupils' progress and personal development. Self-evaluation is accurate and shows the school is moving in the right direction to become outstanding.
- The performance of staff and the quality of teaching is rigorously monitored and exceptionally well managed to ensure all teachers are clear about what needs to be done before they receive any increase in salary. Professional development is closely matched to individual needs and best practice is well known. Teachers and subject leaders are fully held to account for the progress of pupils and how fast they learn.
- The curriculum is good because there are many chances for pupils to learn how to study on their own and regularly develop their thinking skills. Pupils' spiritual, moral, social and cultural development is effectively promoted through a wide range of visits and visitors to the school.
- The local authority continues to provide effective support and is working closely with the governing body on how to continue improving the school.

■ **The governance of the school**

- Governors take a strong lead in supporting the school. Members have a clear view of the strengths and weaknesses and action is swift to help move the school forward. They ensure statutory requirements are met including safeguarding. Performance of staff including the quality of teaching is closely monitored and members ensure teachers are on the right pay scales. Governors provide a good level of challenge for senior leaders and a high level of strategic thinking to move the school forward. They are well informed about the work of the school and the progress of pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108822
Local authority	Sunderland
Inspection number	399922

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	195
Appropriate authority	The governing body
Chair	John Kelly
Headteacher	Leigh Ford
Date of previous school inspection	28 September 2010
Telephone number	0191 219 3825
Fax number	0191 219 3829
Email address	usworth.grange.primary@schools.sunderland.gov.uk

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