

Grangetown Primary School

Spelterworks Road, Grangetown, Sunderland, Tyne and Wear, SR2 8PX

Inspection dates 13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good in all subjects and for all groups of pupils.
- The headteacher has taken decisive action to eradicate weak teaching and so the quality of teaching and learning is at least good and some is outstanding.
- Behaviour is outstanding because the school succeeds in encouraging pupils to behave well. Pupils have a thorough understanding of how to keep themselves safe.
- The school is a welcoming place. Relationships are strong, care and support excellent, and so pupils are keen to learn and eager to come to school.
- The curriculum promotes pupils' achievement and spiritual, moral, social and cultural development extremely well. It provides exciting opportunities for pupils that capture their interest.
- The headteacher has a strong presence in school and is well respected by all. He is ably supported by other leaders and they lead the school effectively so that it has improved rapidly since the previous inspection.
- Governance is strong and provides effective support and challenge to help the school improve further.
- Partnerships with the local authority and other schools are a strength and have contributed successfully to the significant improvements in the quality of teaching and pupils' progress.

It is not yet an outstanding school because

- The quality of teaching and learning is not yet consistently outstanding in all classes.
- Teachers do not always ensure joined writing is taught effectively and that pupils' work is neat and tidy.
- Marking and feedback to pupils is not always helpful enough in letting pupils know what they need to do to improve their work.
- Leaders do not yet use fully the data about pupils' progress to check on the performance of the different groups of pupils and the impact of teaching strategies on pupils' achievement.

Information about this inspection

- Inspectors observed 23 lessons and analysed the work in pupils' books.
- Meetings were held with the school council, the headteacher, senior and subject leaders, the Chair and one other member of the governing body and two representatives from the local authority.
- Inspectors took account of the 12 responses to the online questionnaire (Parent View) and 23 responses from staff in planning and conducting the inspection.
- They observed the school's work and scrutinised a number of documents including the school's checks on how well it is doing and improvement plans, data on pupils' current progress and the school's monitoring of teaching and records relating to behaviour, attendance and safeguarding.

Inspection team

Kevin Dodd, Lead inspector

Additional Inspector

Timothy Nelson

Additional Inspector

Anne Firth

Additional Inspector

Full report

Information about this school

- This school is an average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is high.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' progress and attainment.
- The school has achieved the Healthy School status, Active Mark, Artsmark Gold, International Schools Award and Anti-Bullying Gold Chartmark.

What does the school need to do to improve further?

- Raise the quality of teaching and learning to outstanding by:
 - systematically sharing the outstanding practice evident in the school and eradicating the small number of weaker aspects that remain in a few lessons
 - improving pupils' handwriting skills and the presentation of their work throughout school
 - ensuring marking and feedback always helps pupils know how well they are doing, points out what to correct and what they need to do to improve their work.
- Improve leadership and management by ensuring that all leaders use data about pupils' progress more effectively to check the performance of different groups of pupils and the impact of teaching strategies on pupils' achievement, so that swift action can be taken to identify and support any pupil at risk of falling behind.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills and abilities well below those expected for their age. Improvements in teaching and the effective support provided by teaching assistants mean that children do well in the Early Years Foundation Stage. A significant minority of children enter the Nursery with speech, language, communication and other difficulties. Very effective guidance and support enables these children to achieve as well as their peers.
- Improved teaching in Key Stage 1 ensures pupils continue to make good progress, so that, at the end of Year 2, their attainment has risen to below average in reading, writing and mathematics.
- In Key Stage 2, the rate of progress is good and has accelerated since the previous inspection due to improved teaching. Pupils typically attain broadly average standards in reading, writing and mathematics by the time they leave at the end of Year 6.
- Disabled pupils and those with special educational needs attain standards that are in line with similar pupils across the country. They make good progress from their starting points as a result of work that is very well suited to their abilities and the very good support and teaching they receive from teaching assistants.
- The progress of pupils supported by the pupil premium, including those known to be eligible for free school meals is improving. The effective action taken to provide one-to-one support for these pupils has accelerated the rate of their progress. Good teaching continues to ensure that any gaps in their attainment compared to other pupils are closing rapidly and that they make the same good progress as other pupils in the school. Their attainment is now average in English and mathematics. This shows the school's commitment to promoting equal opportunities and tackling discrimination.
- Pupils write in a variety of styles and express their ideas confidently, but work is not always neatly presented. In mathematics pupils use their mental recall skills to solve number problems well.
- Inspection evidence shows that pupils make good progress in reading. This is a result of effective teaching of how to link the sounds that letters make to help pupils read words they are not familiar with, and a successful drive to help pupils enjoy books and read more in school and at home.

The quality of teaching is good

- Teaching is consistently good across the school and the school's records show that the proportion of outstanding teaching is rising.
- Teaching in the Early Years Foundation Stage and routines are based on a good understanding of children's needs. Observations of children's achievements are used well to inform activities. Teachers' questioning extends children's skills and understanding well. Teaching assistants guide children's progress effectively. Good resources, including information and communication technology support learning well. There are good opportunities for children to take charge of their own learning and to learn outdoors.
- In the very best lessons in Key Stages 1 and 2, teachers plan their lessons to make sure all pupils are given work that gets the very best out of them. They explain ideas carefully, use questions skilfully and so pupils learn very quickly. Teaching assistants provide effective support to guide the learning of all pupils.
- Activities are interesting and capture pupils' interest. For instance practical resources were used well to challenge pupils to deepen their understanding of symmetry in an outstanding mathematics lesson in Year 3. In an outstanding drama lesson in Year 6 a wide range of interactive and imaginative teaching methods were used to help pupils plan a radio interview and share the outcomes with pupils in a school in China.

- When teaching is less effective one or more of these strengths are missing and so the pace of learning for some pupils is slower. Some teachers mark work in a way that helps pupils do better next time, but not all. The teaching of handwriting skills and the presentation of pupils' work in their books is better in some classes than in others.
- Disabled pupils and those with special educational needs are given extra help, and teaching methods are especially well suited to the needs of these pupils and those who are known to be eligible for the pupil premium and so help them to learn quickly.

The behaviour and safety of pupils are outstanding

- Pupils are extremely happy in school and are excited by their learning. They attend school regularly and arrive on time. Pupils are eager to get on with their work because of the good relationships and high expectations of staff. They respect one another, work and play extremely well together and are exceptionally polite to adults. Staff and parents are highly positive about behaviour within school and pupils believe behaviour is so good, 'because teachers make learning fun and they are fair'.
- The school is a 'learning family' where all staff are good role models. The school succeeds in encouraging pupils to behave well through a calm, caring and supportive atmosphere. This has helped it become renowned for dealing effectively with pupils exhibiting extreme misbehaviour. Consequently, the behaviour of these pupils improves and lessons and pupils' learning are rarely interrupted.
- Instances of misbehaviour are extremely rare and dealt with consistently well by staff. School records show that effective action has been taken to deal with the very few instances of bullying that have occurred. Pupils showed a good understanding about different types of bullying, including racism, harassment and cyber bullying. Pupils are very clear about the behaviour expected of them as they have been actively involved in developing the school's procedures.
- Pupils report that they feel safe in school and understand what constitutes unsafe situations and the basic principles of how to keep themselves safe. Risk assessments are undertaken and the school is rigorous in its procedures for ensuring pupils' safety.
- Break times and lunchtime are supervised particularly well and playground buddies play an integral role in making sure pupils enjoy playing with each other.

The leadership and management are good

- The headteacher's and deputy headteacher's different high quality leadership skills complement each other well. They have a very clear view of how successful the school can be. All staff share this view. The leadership team inspire staff and pupils and there is a good team spirit. Parents are overwhelmingly supportive of the school and the staff and pupils appreciate the headteacher's visible and caring approach.
- The leadership team have worked hard and successfully to improve pupils' progress by strengthening the quality of teaching through forming effective partnerships with other schools to share and develop teachers' skills. Good progress has been made in tackling the other areas identified for improvement in the previous inspection report. Successful actions, including a curriculum better suited to the needs and interests of pupils, have raised attainment in reading, writing and mathematics for all groups of pupils, including those of higher ability.
- A more accurate and robust system has recently been put in place to check pupils' progress. The effective use of this system is evident in the good progress now being made by all pupils. Nevertheless, information is not yet used fully by all leaders to check on the performance of the different groups of pupils and the impact of teaching strategies on pupils' achievement, so that any pupil at risk of falling behind can be promptly identified and action put in place to help them catch up. Nevertheless, the school promotes equal opportunities well ensuring all learn well and take part in school activities.
- The leadership team monitor teaching and provide astute comments on how to make it better.

Training links to these needs. This has improved teaching although, as yet, minor improvement points identified have not been fully resolved to raise the overall quality of teaching to outstanding.

- The headteacher has strengthened the way teachers are appraised for their performance. Discussions about pupils' progress ensure that staff are answerable for the progress pupils in their class make. The headteacher and governors ensure teachers are only rewarded when they are successful in helping pupils to make at least good progress.
- The school's procedures for gaining an accurate view of its strengths and areas to develop are effective in identifying the main priorities for improvement. Plans to tackle priorities are correctly centred on teachers sharing good and outstanding practice; this is having a positive impact on raising attainment and improving the consistency in the quality of teaching.
- Links between home and school are good. The school website provides helpful information and parents are involved appropriately in pupils' learning.
- The curriculum meets pupils' needs. It adds interest to pupils' learning and pupils say they enjoy the topics, the way that subjects are linked, and the visits to places of interest. A number of school clubs exist to meet the interests of all pupils and are well attended. Homework is also provided to extend pupils' skills and learning.
- The local authority has a good understanding of the school's needs and has been very effective in its support towards rapid improvement.
- **The governance of the school:**
 - Governors know achievement and teaching have improved and are now good. They check that teachers' salary progression is linked to their appraisal outcomes and their stage of career development. Under the leadership of the headteacher governors are playing a more central role in future planning. They understand that pupil-premium funding is allocated to specific groups of pupils and check the impact of this spending on outcomes for pupils. The governing body ensures safeguarding meet requirements.

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	108758
Local authority	Sunderland
Inspection number	405193

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	Sue Thomson
Headteacher	Les McAnaney
Date of previous school inspection	3 March 2011
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