

# Inspection of a good school: Grangetown Primary School

Spelter Works Road, Grangetown, Sunderland, Tyne and Wear SR2 8PX

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Inspection dates:

15 and 16 November 2022

## Outcome

Grangetown Primary School continues to be a good school.

## What is it like to attend this school?

There is a strong sense of community at Grangetown Primary School. Pupils feel happy, safe and well cared for here. Pupils say the teachers are the best thing about their school. Pupils are very respectful and behave well. Bullying is not a problem in the school. If it does happen, adults deal with it swiftly.

Pupils demonstrate positive attitudes towards learning in lessons. Teachers are skilful at choosing resources that will support pupils with their learning. They choose engaging texts to hook pupils into their learning. The use of these texts has had a positive impact on pupils' enjoyment of reading. In a small number of cases, teachers do not address mistakes in pupils' work, such as incorrect letter or number formation. This means that some pupils make the same mistakes repeatedly.

Pupils value the opportunities to take part in events, such as performances for parents. They enjoy attending the wide variety of clubs that are on offer, for example arts and crafts and fitness club. There are opportunities for pupils to take on leadership responsibilities in the school. The school council meets regularly to discuss how the school could be improved. It is currently planning an international week following a suggestion from another pupil.

## What does the school do well and what does it need to do better?

Leaders have worked hard to review the school's curriculum over recent years. The curriculum is ambitious and suited to the needs of pupils. Pupils benefit from a curriculum that has been planned to take account of the community the school serves. Leaders have thought carefully about how to enhance pupils' learning through the use of experiences such as the Year 6 residential visit.

Phonics and reading have been a particular focus for leaders. Pupils speak positively about reading. They can discuss their favourite books and genres. They know that they are expected to read regularly at home. All staff have been effectively trained on how to

deliver the phonics programme. As a result, it is delivered consistently across the school. The use of the programme in Nursery helps prepare children for more formal phonics teaching when they start in Reception. Pupils read books that match the sounds that they know. Interventions are used to help pupils who struggle with learning to read to catch up. Most interventions are successful in doing this. However, occasionally, they are not precisely matched to pupils' gaps in knowledge. This means that some pupils will not make the rapid progress that they need to in order to catch up with their peers.

Teachers use well-chosen resources effectively to support pupils' learning in mathematics. In the early years, it is clear how children's understanding of mathematics progresses from the provision for two-year-olds through to Reception. Leaders have successfully implemented a new, whole-school programme aimed at improving pupils' fluency with number facts. Pupils know why mathematics is important. They can link their learning in mathematics to everyday life.

The curriculum in the early years is logically organised. However, it is not always clear how children's learning in the early years prepares them for what they will go on to learn in key stage 1 and beyond. Children get off to a good start in the provision for two-year-olds, where a range of purposeful activities are on offer in a calm environment. The outdoor provision is a particular strength of the setting. As children move into Nursery and Reception, activities develop children's learning further and focus particularly on physical and language development.

Provision for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Leaders support pupils and their families to access specialist help where needed. Children with SEND in the early years are identified quickly. Teachers adapt activities to ensure that pupils with SEND can access the curriculum alongside their peers. The special educational needs and disabilities coordinator (SENDCo) is passionate about ensuring that pupils with SEND reach their full potential.

Leaders carefully consider pupils' wider development. They are keen for pupils to have a range of experiences throughout their time at the school. Pupils speak enthusiastically about trips they have been on, for example to Segedunum Roman Fort. Some pupils can talk about their learning in personal, social and health education.

Staff in the school feel valued. Leaders consider their workload and well-being and provide opportunities for continuous professional development. Leaders make effective use of external support. Governors have worked with leaders and staff to create an ambitious vision for the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know pupils and their families well. Pupils who may be at risk of harm are identified quickly. Appropriate support is put in place to support both the pupil and their family. External agencies are used for support where necessary. Staff are alert to possible signs and symptoms of abuse. Safeguarding concerns are reported and recorded

accurately. Leaders ensure that appropriate procedures are in place so that the right staff are recruited to the school. Pupils say they feel safe in school. They know they can talk to an adult if they have any worries.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teachers do not always identify misunderstandings in pupils' work, for example incorrect letter and number formation. This means that some pupils make the same mistakes repeatedly because teaching is not always adapted as necessary to correct them. Leaders should ensure that teachers check pupils' understanding systematically, identify misunderstandings and adapt teaching to correct them.
- Some subject leaders do not have sufficient understanding of the early years curriculum. This means that they cannot check whether the curriculum plans that are in place are being implemented effectively. Leaders should ensure that subject leaders continue to develop their knowledge of the early years curriculum.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2013.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	108758
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	10240313
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Simon Briton
<b>Headteacher</b>	Les McAnaney
<b>Website</b>	<a href="http://www.grangetown.sunderland.sch.uk/">www.grangetown.sunderland.sch.uk/</a>
<b>Dates of previous inspection</b>	8 and 9 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The school uses one registered alternative provider.
- The school operates a before- and after-school club, which is managed by school staff.
- The chair of governors has taken up post since the last inspection.
- The school has provision for two-year-olds.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector held meetings with the headteacher and the leadership team. The inspector also met with subject leaders, the SENDCo, the chair and other members of the governing body and the school improvement officer from the local authority.
- The inspector observed pupils reading to familiar adults.
- The inspector observed the behaviour of pupils in lessons and during breaktimes.
- The inspector examined the single central record and looked at how safeguarding incidents are reported. The inspector spoke to leaders, teachers, support staff, governors and pupils about the culture of safeguarding in the school.
- The inspector considered the responses made by parents to Ofsted's online questionnaire, Ofsted Parent View. This included any free-text responses. The inspector also considered the responses to the staff survey.

### **Inspection team**

Philippa Kermotschuk, lead inspector

His Majesty's Inspector

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