

Usworth Colliery Primary School

Inspection report

Unique Reference Number	108799
Local Authority	Sunderland
Inspection number	324837
Inspection date	27 November 2008
Reporting inspector	Christine Inkster HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	360
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Richard Howard
Headteacher	Mrs Carole Maughan
Date of previous school inspection	1 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Manor Road Sulgrave Washington Tyne and Wear NE37 3BL
Telephone number	0191 2193820
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Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: the achievement and standards of learners' in their work; the personal development and well-being of the pupils and the quality of the care, guidance and support they receive; the level of challenge provided by teaching and the curriculum; and the effectiveness of leadership and management at different levels through the school. Evidence was gathered from the school's own self-evaluation; published national assessment data and the school's own assessment records; policies and minutes; observation of the school at work; interviews with members of staff, pupils and governors; and analysis of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

This is a larger than average size school situated in the Sulgrave area of Washington. The percentage of pupils eligible for free school meals is higher than the national average. Most pupils are of White British heritage. There are very few pupils from a minority ethnic background and/or for whom English is not their first language. The percentage of pupils with learning difficulties and/or disabilities is broadly average. The school has achieved the Healthy School Award and the Sports Activemark. The school has Early Years Foundation Stage (EYFS) provision.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school that gives excellent value for money. Parents are delighted with the education and care provided for their children and a typical parental comment was 'a wonderful head, complemented by wonderful teachers'. The outstanding leadership of the headteacher, ably supported by the school leadership team, has been a key factor in the improvements made since the last inspection. They provide very clear direction and a strong sense of purpose ensuring that all members of staff have high aspirations for pupils. This is demonstrated by the challenging targets set for pupils which are consistently achieved and often exceeded.

Pupils' achievement is outstanding and enables them to reach standards which are above and for some pupils well above the national average. Children enter the Reception classes with well below average skills for their age, especially in communication, language and literacy and in their personal development. Whilst in the EYFS, they make good progress and by the end of Reception, many have reached the early learning goals in most areas of learning. However, many remain below national expectations in reading, writing, emotional development and in some aspects of mathematics. By the end of Key Stage 1, pupils reach standards that are broadly in line with national averages representing good progress from their low starting points. The rate of progress accelerates through Key Stage 2, particularly in English. By the end of Year 6 standards are above average with a significant proportion of pupils attaining the higher levels, particularly in English and science in 2007. There is also an increased proportion attaining the higher levels in mathematics as shown in the provisional results for 2008. Pupils who have learning difficulties and/or disabilities make excellent progress from their low starting points because of the excellent targeted support they receive.

Pupils experience a highly stimulating and exciting curriculum. This contributes well to their excellent achievement and enjoyment of their learning. There is a very strong focus on basic skills and these are used well to support learning across all subjects of the curriculum. There is a clear focus on developing skills in speaking and listening and this is promoting the self-esteem and confidence of pupils. Pupils thoroughly enjoy the wide range of extra-curricular activities, visits and visitors which contribute greatly to their outstanding personal development and achievement. A significant proportion of teaching is outstanding and this is central to explaining the pupils' excellent progress. All staff work together closely to ensure that lessons are matched precisely to the needs and interests of pupils. Pupils learn quickly because expectations are high and work is challenging often as a result of the excellent quality of questioning skills adopted by all teachers. Teachers reinforce learning with imaginative resources and activities. Pupils benefit greatly from the skilful marking of their work. An outstanding feature of this is the use of constructive comments to inform pupils precisely what they have to do to improve.

Pupils' personal development and well-being are outstanding and their behaviour is exemplary. Their spiritual, moral, social and cultural development is outstanding. Pupils have many opportunities for reflection, particularly in assemblies. Pupils clearly respect differences between each other and they demonstrate genuine concern and compassion for the welfare of others. Pupils have many opportunities to explore religious and cultural beliefs and this promotes racial harmony and tolerance. They show great enthusiasm and a strong sense of responsibility for the tasks they take on in school, such as playground 'buddies' or librarians. They make a positive contribution through their extensive links with the local community and through opportunities for fundraising. Pupils are aware of how to live healthily and relish opportunities to take exercise,

but not all make healthy choices at mealtimes. Attendance is above average because of the rigorous monitoring and action taken by the school. However, further improvement is hampered by families taking their children on holidays during term time. The introduction of 'Building Learning Power' (lessons where children are taught how to learn) coupled with the highly effective use of information and communication technology (ICT) in learning are examples of the very successful strategies which are used to equip pupils very well for their future lives. This is further enhanced by opportunities to participate in exciting enterprise programmes such as a 'Dragon's Den' initiative and a 'Primary Finance Education' programme which promote skills in the areas of business and finance.

Academic guidance and pastoral care are outstanding. The school takes excellent care of its pupils and staff know pupils' individual needs extremely well. This enables them to respond very promptly to any worries or concerns and pupils confirm that they feel very safe because of this. Procedures for safeguarding pupils meet all regulations. Rigorous tracking systems are in place which identify any pupils who are underachieving and support is very quickly provided often by highly effective teaching assistants. Pupils are fully included in the target setting process and this encourages them to strive to achieve their best.

Leadership and management are outstanding. The headteacher, senior leaders and governors know the school very well and this is evident in the high quality of the school's own self-evaluation procedures. These are comprehensive and rigorous and clearly identify strengths and areas for improvement. The school does not 'rest on its laurels' and strives to continuously improve. Detailed records track pupils' progress closely and provide a very reliable source for checking the performance of the school. Rigorous monitoring systems have improved the quality of teaching and learning and led to accelerated rates of progress. The school provides a very safe, stimulating and well maintained environment for learning. Community cohesion is promoted well, as the school has excellent links with local and national communities, but links with global communities are more limited. Teamwork amongst staff is strong. There is a shared sense of pride amongst all adults in the school and they demonstrate their high level of commitment to providing the best for the pupils. Governors have an excellent overview of standards and achievement and bring a wide range of expertise and experience to their roles. The governing body challenges the school very effectively, particularly by using information and knowledge gained through their 'How do you know visits'. The school has excellent partnerships with other agencies to promote learners' well-being. The school has an excellent capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress in the EYFS from their low starting points because of the good quality of teaching and stimulating curriculum provided for them. Adults have good subject knowledge and planning is very detailed identifying next steps in learning and the need for consolidation in understanding for some pupils. All staff are confident in helping children learn and they promote very good opportunities for speaking and listening. Children are able to work independently and cooperate very well with one another, particularly in role play. Activities are well matched to children's needs and provide a good balance of adult directed and child-initiated learning both indoors and outdoors. As a result of this, many reach the early learning goals by the end of Reception in most areas of learning, although many are below expectations in reading, writing, emotional development and in some aspects of mathematics. The school has identified the need to improve provision outdoors even further and is already taking positive steps to do this. The personal development of children is outstanding. It is encouraged by the

excellent welfare arrangements in place to support them. Children's behaviour is exemplary. They quickly settle into school and work and play together in harmony. They are highly motivated and keen to learn. This is as a result of their excellent relationships with staff. The leadership and management of the EYFS are good and staff work together extremely well as a team.

What the school should do to improve further

- Improve global links to promote community cohesion.
- Improve attendance further.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

28 November 2008

Dear Pupils

Inspection of Usworth Colliery Primary School, Sunderland, NE37 3BL

Thank you for making me and Mr Kingston so welcome in your school. We thoroughly enjoyed observing you in lessons and talking to you around the school. Please thank your parents for completing the questionnaires and tell them that we took all their views into account. Usworth Colliery Primary School is an outstanding school. Your achievement is excellent and the standards you reach are above average with some that are well above average. You should be very proud. Here are some of the things we really liked about your school.

- Your behaviour is excellent both in lessons and around school.
- The staff take exceptional care of you and you know you can talk to them if you have a worry or concern.
- You work very hard in lessons and show responsible, considerate attitudes towards each other.
- Teaching is often outstanding.
- There are many exciting activities for you to do to help you learn.
- Teachers mark your work extremely well and help you to know exactly what you have to do to improve.
- Your headteacher, governors and all staff work exceptionally hard to make sure that your education is of the highest possible quality.

There are two things which we feel would help to improve your school. We have asked the school to develop links with schools and people in other countries so that you can learn more about the world. We would also like to ask your parents to make sure you all come to school every day because some of you go on holiday during term time. This means that you miss some very important opportunities for learning.

You can help by continuing to work hard. You are very lucky to be able to attend such an excellent school. Thank you for helping with the inspection and the best of luck in the future.

Yours sincerely

Christine Inkster

Her Majesty's Inspector