

# Usworth Colliery Primary School

Manor Road, Sulgrave, Washington, Tyne and Wear NE37 3BL

## Inspection dates

20–21 September 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have not sustained the school's overall effectiveness since the previous inspection. Teaching, learning and assessment require improvement. Pupils' progress is too variable.
- Leaders' and teachers' assessment and tracking of pupils' progress and outcomes in reading, writing and mathematics lack accuracy.
- Leaders' actions are not consistently successful in reducing differences between disadvantaged pupils and other pupils nationally in reading and writing.
- Not all subject leaders track the achievement of pupils in their area of responsibility. Leaders' understanding of how well pupils are doing in science and the foundation subjects is vague.
- Adults in school do not read regularly enough with pupils. Too often, pupils read books that fail to match their needs or interests.
- The quality of teaching varies. While some teachers plan tasks that match pupils' ability and stage of learning effectively, this is not consistent. Pupils' basic skills in reading and writing, in particular, do not develop apace.
- Some staff make the best possible use of teaching and learning time. Too often, however, most-able pupils wait patiently for additional challenge while others await support.
- The most able pupils make inconsistent progress in reading, writing and mathematics. This includes the most able disadvantaged.
- Children in the early years make variable progress. Teachers' planning does not take enough account of children's entry skills and abilities. In particular, disadvantaged children and the most able are not reliably challenged.

### The school has the following strengths

- The headteacher is uncompromising in his commitment to provide a safe and protective environment for pupils. He has successfully established a warm, inclusive and caring ethos.
- Governors are skilled. Their understanding of the school's effectiveness and their role in driving improvement have developed well.
- Teachers and pupils have a respectful rapport.
- Pupils are delightful. They offer visitors a warm welcome, are unfailingly polite and look after each other in a most considerate manner.
- Pupils who have special educational needs and/or disabilities, particularly those who attend The Base, make super progress in their personal, social and emotional development.
- Most parents praise the school's work strongly.

## Full report

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

- Improve the effectiveness of leadership and management by:
  - securing consistency in the quality of teaching and learning, particularly with regards to reading and writing
  - refining assessment and tracking systems so that they capture the rate and extent of pupils' progress across subjects accurately
  - supporting and challenging all subject leaders to evaluate and report precisely upon the progress of all groups of pupils within their area of responsibility
  - further reducing differences for disadvantaged pupils, across key stages, within reading and writing.
- Secure better consistency in the quality of teaching and learning across key stages, including the early years, by:
  - ensuring that adults read frequently with pupils, matching books to pupils' needs and interests appropriately
  - sharpening teachers' skills in matching closely reading and writing tasks to pupils' needs
  - holding staff fully accountable for maximising teaching and learning time by responding to pupils' needs in a more timely manner
  - providing the most able pupils, including the most able disadvantaged and the most able pupils who have special educational needs and/or disabilities, with sufficient challenge in reading, writing and mathematics.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Senior leaders have worked with focus and intent to tackle weaknesses in teaching and learning across year groups and subjects. They have not been successful, however, in securing teaching, learning and assessment that are consistently good. Consequently, pupils' progress, particularly in reading and writing, is too variable.
- Leaders have amended assessment systems to ensure that the achievement and progress of all groups of pupils in reading, writing and mathematics are captured, regularly. Leaders' records and summary information, however, lack accuracy and therefore reliability. This means that leaders, governors and staff have a mistaken or incomplete view of the rate and extent of pupils' potential, progress and achievement.
- Senior leaders are committed to improving the life chances of all pupils, but their actions are not fully effective in reducing differences for disadvantaged pupils. Leaders consider carefully how to channel additional funding for disadvantaged pupils. Consequently, differences between disadvantaged pupils and others nationally have diminished in mathematics over time in both key stage 1 and key stage 2. Differences in reading and writing, however, remain too variable.
- Subject leaders take part in a wide range of professional development opportunities to develop their leadership and subject-specific skills. These leaders have enormous enthusiasm for their areas of expertise. In some subjects, teaching and learning are improving apace as a result of leaders' actions, for example in mathematics. Nevertheless, not all leaders understand how well pupils are doing in their areas of responsibility. Assessment information is either not yet in place or is imprecise. Pupils' progress over time in subjects such as science and history is unclear. Teachers' planning, therefore, is unsupported and falls out of step with pupils' needs or interests.
- Leadership of mathematics is improving apace. The mathematics leader's reflective and systematic approach to securing improvement, coupled with teachers' good subject knowledge, is making a positive difference. Outcomes for pupils in key stages 1 and 2 are rising.
- Leaders and governors make careful use of special educational needs funding. Pupils who require additional support because of their special educational needs and/or disabilities make consistently good progress in terms of their personal, social and emotional development. However, a small number of pupils who have special educational needs and/or disabilities make inconsistent progress in reading, writing and mathematics. This is due to a lack of challenge at times and wider inconsistencies in teaching across key stages.
- Leaders' and governors' inclusive goals and vision impelled them to work with the local authority to set up a resourced unit, called The Base, for pupils who have autistic spectrum disorder. Pupils who have autistic spectrum disorder and who have a statement of special educational needs or an education, health and care plan access The Base from across the City of Sunderland. The special educational needs coordinator and an experienced assistant special educational needs coordinator work well in partnership with parents and external partners such as the pupil referral unit to support pupils. The expertise and sensitive care provided by staff in this specialist unit

are commendable.

- Leaders have taken steps to enrich the curriculum. Using subject experts in areas such as art, music and information technology, leaders make a concerted effort to enhance pupils' experiences. Pupils enjoy a rich diet of external visits, visitors and residential trips to exciting venues in Edinburgh, London and France in a successful building of memories and expanding of horizons.
- The headteacher has created an inclusive, welcoming ethos. Several parents and carers told inspectors during the inspection that they appreciate the ready availability of the leadership team. Parents praised the visibility and approachability of the headteacher. All parents who responded to Ofsted's Parent View questionnaire agree that the school is well led and managed. Parents undoubtedly feel welcome and valued at Usworth Colliery Primary.
- Leaders and governors use the physical education and sport premium funding to good effect. Extra-curricular clubs and additional expertise in the form of a sports specialist give pupils a clear understanding of the benefits of a healthy, active lifestyle.

### **Governance of the school**

- Governors are skilled and knowledgeable about their roles. They conduct regular skills audits to make sure that they have the correct balance of experience and expertise required to fulfil their responsibilities. Governors visit school regularly to ensure that they understand for themselves what it is like to be a pupil at this school. They meet frequently to share and discuss their findings. Consequently, governors have a clear impression of the school's current strengths and weaknesses. Despite governors' skills and diligence, however, they have not been successful in ensuring that the school's overall effectiveness remains good.
- Governors challenge leaders and managers robustly, holding them stringently to account for pupils' outcomes. They scrutinise information that leaders present carefully. As a result, governors understand that pupils' outcomes in reading and writing, in particular, need to improve.
- Governors are conscientious in exercising their duties and are fully committed to improving their own skills, knowledge and understanding. They attend governor training events externally, and staff training sessions in school. Governors are capable and confident in managing crucial tasks, such as the safe recruitment of staff.
- The chair of the governing body is very supportive of the headteacher. She has recognised and supported some of the complex decisions that have been made, particularly with regard to staffing and finance. Governors have a clear understanding of the link between pay and performance.
- Governors agree that they need to have a sharper focus on the impact of pupil premium funding on early years children. They are also mindful of the need to bring the school's website swiftly into line with requirements on reporting the use of pupil premium funding.

### **Safeguarding**

- The arrangements for safeguarding are effective. The headteacher is resolute in his determination to ensure that pupils are happy, safe and well protected. His approach is highly inclusive. Records demonstrate leaders' diligence and perseverance in getting the care and support from external agencies that pupils and families need. Leaders' work in this area, despite external barriers, is thorough. The most vulnerable families and pupils are supported effectively.
- The headteacher has taken appropriate action to challenge safeguarding practices within the local authority's children's services where needed. He has urged local authority partners to improve their systems for responding more promptly to issues that arise surrounding pupils' welfare and attendance. The local authority's advice to the school regarding dual-registered pupils has been found wanting during this inspection.
- Leaders' and managers' records and checks about the suitability of adults working with pupils are detailed and well maintained. This minimises risks for pupils effectively.
- Staff and governors undertake regular child protection training. Leaders ensure that frequent updates keep all adults fully informed of the most recent guidance and information. This means that adults are confident about the signs to look for to identify potential risk. All staff understand how and to whom any concerns should be referred.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- The quality of teaching and learning has dipped since the previous inspection. While there are examples of stronger teaching and learning across year groups, particularly within mathematics, teaching is inconsistent and learning too variable.
- The teaching of reading requires improvement. Not all teachers and teaching assistants read regularly enough with all groups of pupils. When reading does take place, it is too often out of kilter with pupils' abilities: books, worksheets and other reading material are either too easy or too demanding. This hinders pupils' progress in reading and adversely affects their progress in writing.
- Not all teachers use assessment effectively to plan and adapt work that meets pupils' varying needs in reading and writing. Sometimes, work is not sufficiently challenging, while at other times, it is too difficult. Pupils' progress therefore stalls.
- Some teachers make the very best use of every available moment and learning opportunity. They respond promptly to address pupils' misconceptions in a timely manner. Furthermore, these teachers swiftly provide additional, stretching tasks that challenge the most able pupils. No pupils are left waiting for support, challenge or direction. This good practice and effective use of time, however, are not yet consistent across year groups.
- Owing to inconsistencies in teaching and learning, the most able pupils, including the most able disadvantaged and the most able pupils who have special educational needs and/or disabilities, make variable progress in reading, writing and mathematics. Too little challenge limits pupils' rates of progress.
- Teaching and learning in mathematics are developing well across key stages 1 and 2. Teachers are confident in their knowledge of mathematics and their use of subject-

specific vocabulary. Pupils enjoy mathematics and are becoming increasingly adept at applying their basic number knowledge to demanding problems. Over time, pupils' outcomes are rising steadily.

- All adults challenge pupils to be considerate of each other and to behave appropriately. Adults' use of positive behaviour management skills is a key strength across the school. This means that pupils make good progress in terms of their personal, social and emotional development. Pupils in The Base make particularly impressive progress in this regard.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Leaders work well with families and external agencies to ensure that pupils have the support they need to feel safe and protected.
- Adults are especially successful in promoting pupils' self-esteem and self-worth. Positive and enabling relationships exist across the school between pupils and staff. This means that pupils feel valued and are well equipped to tackle new and unfamiliar situations. Pupils are extremely polite, friendly and sociable. They speak confidently and respectfully with visitors.
- Older pupils are extremely caring and attentive of younger pupils, helping them if they fall over or feel sad, and supporting play effectively during lunchtimes. Pupils across key stages are kind, thoughtful and considerate of each other. Values such as tolerance and respect are well developed.
- The wide range of good-quality physical education and climbing and play equipment ensures that pupils' physical skills are developed well. Pupils learn how to calculate and manage risk appropriately. They understand that exercise promotes their good health and well-being.
- Pupils are proud of their school and of each other's achievements. They respond promptly to teachers' requests, displaying positive attitudes to their learning. While some pupils lose their enthusiasm in lessons where challenge is lacking or support is not forthcoming, they do not lose their good manners. They wait patiently or get on with whatever work is presented.
- Pupils in The Base make particularly strong progress in their social, moral and behavioural development. This is due to the highly effective and knowledgeable team that works to support and challenge these pupils.

### Behaviour

- The behaviour of pupils is good. Adults have high expectations of pupils in terms of the way that they behave. Strategies to promote good behaviour and conduct are effective. Teachers are quick to praise good behaviours and offer pupils positive role models to follow. Pupils therefore show respect for adults and for each other, indoors and outside.

- Pupils conduct themselves sensibly when moving around school. A shared understanding of rules is well established, meaning that pupils respond swiftly to signals and cues from adults to stop or listen. A safe and orderly environment is the result.
- Leaders and staff keep detailed records of behaviour, looking carefully for any patterns or recurring issues. The professional sharing of information means that instances of poor behaviour are rare and dealt with in a fitting manner.
- Overall, pupils' attendance is above national averages over time. Leaders take swift and decisive action to support and challenge families to address issues where needed. The persistent absence of a small proportion of pupils who have a statement of special educational needs and/or disabilities or an education, health and care plan is improving due to leaders' actions.
- A small number of parents and pupils expressed some concerns about the behaviour of some pupils. Staff are committed to working with all members of the school community to embed a shared expectation and understanding of pupils' behaviours. Leaders' approach to meeting the emotional and welfare needs of all pupils is sensitive and appropriate.

### Outcomes for pupils

### Requires improvement

- Current pupils' progress in reading and writing is inconsistent across key stages. This is due to the variable quality of teaching and inaccuracies in assessment and planning. Outcomes in these core areas of the curriculum require improvement. Pupils' progress in mathematics across key stages, however, is a growing strength.
- In the provisional 2017 outcomes information, the proportion of disadvantaged pupils reaching expected standards in reading and writing in key stage 2 was below other pupils nationally and lower than others in school. However, in mathematics, the proportion of disadvantaged pupils reaching the expected standard was in line with national averages. Also, because of carefully targeted pupil premium spending, a higher proportion of disadvantaged pupils reached a greater depth of learning in mathematics compared with 2016.
- In key stage 1 in 2016, the proportion of disadvantaged pupils reaching the expected standard in reading and writing was below the national figure. No disadvantaged pupils reached a greater depth of learning in writing. However, in mathematics, the proportions of disadvantaged pupils reaching both the expected standard and greater depth of learning were above national averages.
- In 2016 in key stage 2, disadvantaged pupils' progress was not significantly below the national averages in any subject. Progress and achievement information makes it clear that the leaders' use of pupil premium funding to diminish differences for disadvantaged pupils varies in terms of its effectiveness.
- The most able pupils do not consistently achieve all that should be expected of them. Too few reach the higher standards and greater depth of learning of which they are capable across reading, writing and mathematics. This is due to teaching that is variable in quality and lessons that are not well enough planned to challenge and extend learning.



- Overall, the proportion of pupils reaching the expected standard in the phonics screening check has grown steadily to broadly match national figures. In recent years, girls and non-disadvantaged pupils have performed particularly well.
- Pupils who have special educational needs and/or disabilities make good progress in their personal, social and emotional development. Staff do not always have sufficiently high expectations of the most able, however, and these pupils could achieve better outcomes in reading, writing and mathematics.
- Pupils' outcomes in key stages 1 and 2 are rising in mathematics. Strengths in leadership and teachers' improving subject knowledge are paying dividends. Pupils' work in lessons and current pupils' books demonstrate that this strength is being maintained.
- Outcomes in science in 2016 matched or exceeded the national average. In key stage 1, 91% of pupils reached the expected standard. Although assessment information requires improvement in terms of accuracy, pupils' good progress in science points to their potential and abilities.
- Pupils who have a statement of special educational needs or an education, health and care plan who attend The Base make good progress from their different starting points. Progress is particularly good regarding pupils' personal, social, emotional and behavioural development. This is due to the excellent care and skilled work of adults, who secure pupils' trust and confidence.

### Early years provision

### Requires improvement

- Leaders have not been effective in ensuring that provision in early years is consistently good. Teaching, learning and assessment require improvement.
- Staff too often underestimate children's skills, knowledge and understanding on entry to Reception. Inspection evidence disputes staff assertions that the vast majority of children enter Reception with skills and abilities lower than those found typically for their age. While some children do exhibit speech, communication and language difficulties at the start of the school year, at least half the current cohort of children demonstrate skills, knowledge and understanding that are typical for their age.
- Teaching and learning vary in quality. Where adults lead activities, such as in phonics, children engage well in their learning and make better progress. Child-initiated tasks indoors and outside, however, do not always have a clear purpose or learning focus. Work and play frequently lack challenge, and so the most able children have fun but learn little.
- Staff do not consistently provide a rich set of opportunities for children to practise and apply their reading and writing skills. During the inspection, the outdoor environment was bereft of letters, words and/or enticing reading and writing materials. Staff reading with individuals were, at times, easily distracted, meaning that children made too little progress. Opportunities to instil a love of reading and writing were missed.
- The proportion of children reaching a good level of development by the time they leave Reception has steadily improved over time to be broadly in line with national averages. There was, however, a slight dip in children's outcomes in provisional information for



2017.

- All adults display caring attitudes towards children and are considerate of their needs. Staff respond promptly to any small upsets or mishaps. Children are well looked after and these warm, positive relationships mean that each child feels welcome and included. The early years area is a lively, happy and cheerful place to be.
- Children behave sensibly because adults have established clear rules and boundaries. When asked to stop, look or listen, for example, children respond quickly. This helps adults to keep children safe.
- Early years staff have developed strong links with parents. Parents say that they have regular opportunities to come into school, and staff take time to help them understand how and what their children will be learning. One comment typifies the views of other parents: 'I love the organisation and communication.'
- Children show well-developed skills of cooperation, concentration and perseverance when opportunities present themselves. Several groups of children became engrossed in their exploration of water, imaginative role play and construction. Effective learning behaviours such as these equip children well to manage the demands of the early years and key stage 1 curriculums.

## School details

Unique reference number	108799
Local authority	Sunderland
Inspection number	10036427

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Alison Logan
Headteacher	Gary Wright
Telephone number	0191 219 3820
Website	<a href="http://www.usworthcolliery.co.uk">www.usworthcolliery.co.uk</a>
Email address	<a href="mailto:info@usworthcolliery.co.uk">info@usworthcolliery.co.uk</a>
Date of previous inspection	6–7 February 2013

## Information about this school

- The school does not meet requirements on the publication of information about the pupil premium funding on its website.
- This school is larger than the average-sized primary school.
- Nearly all pupils are of White British heritage and speak English as their first language.
- The proportion of disadvantaged pupils supported by the pupil premium is above average.
- The proportion of pupils who have additional support for special educational needs and/or disabilities is broadly average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is well above the national average.
- A resourced provision for up to 12.5 pupils who have autistic spectrum disorder is

provided.

- The school meets the government's floor standards, which set out the minimum requirements for pupils' attainment and progress in English and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed teaching and learning on both days of the inspection. The headteacher and deputy headteacher conducted joint observations with the lead inspector on day one of the inspection.
- Meetings were held with senior and subject leaders, pupils, governors (including the chair of the governing body) and local authority partners from both North Tyneside and Sunderland local authorities. Telephone conversations were also held with partners from the pupil referral unit and Sunderland local authority special educational needs representatives.
- A range of documentation was examined, including that concerning: the school's self-evaluation; assessment information about pupils' progress and attainment; monitoring records of the quality of teaching and learning; school improvement plans; governance; attendance and behaviour; school policies; and information about the curriculum and safeguarding.
- Inspectors listened to pupils read, spoke with pupils formally and informally in lessons and outdoors, and examined pupils' work. The 203 responses by pupils to Ofsted's online questionnaire were considered and the behaviour of pupils was observed in school and during breaktimes.
- Parents' views were gathered from Ofsted's online survey: 15 parents responded via free text and 19 via Parent View. Inspectors also spoke with parents face to face as pupils entered or left school.
- The responses of 30 staff members to Ofsted's questionnaire were also taken into account.

## Inspection team

Fiona Manuel, lead inspector	Her Majesty's Inspector
Dame Nelson	Ofsted Inspector
Catherine Garton	Ofsted Inspector
Deborah Ashcroft	Ofsted Inspector
Andy Jones	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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