

Inspection of Usworth Colliery Primary School

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

Inspection dates: 15–16 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a friendly and happy school. Many pupils told the inspectors how much they love coming to the school. Pupils are adamant that bullying is rare. Teachers deal swiftly with any misbehaviour. There is a buzz of excitement in lessons. This includes in the additionally resourced base. Pupils' attitudes are good. They are well behaved and polite. Pupils spoke about how much they like their teachers. They maintain that adults 'really, really listen' to them and try to make things better if they feel upset or sad. Pupils say that they feel safe.

Pupils benefit from the well-ordered and attractive school environment. Displays in classrooms, shared areas and corridors are of high quality. They celebrate pupils' good work and show important information for learning. Reading is important in the school. Libraries are well stocked and enjoyed by pupils. However, early readers are sometimes given books to read that do not contain enough of the sounds that they have been taught.

The school offers many and varied after-school clubs for all pupils. Currently, the clubs span activities from dodgeball, performing arts and film clubs to reading, cookery and board games. These are valued and well liked. Most parents and carers are supportive of the school. Many made very positive comments to the inspectors. 'Absolutely brilliant school... amazing teachers! Would recommend' is typical of many comments.

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

The school benefits from a skilled senior leadership team. Its members are relentless in their efforts to ensure that the school improves constantly. All adults share the ambition to provide the best education for pupils. There is a strong sense of teamwork. The governing body knows the school well. It holds leaders to account and is totally committed to the school. Leaders make every effort to support teachers. Pupils are at the very heart of all the school does. Adults treat pupils equally. Pupils have every opportunity to flourish.

Since the last inspection, leaders have improved many parts of the curriculum. There has been a focus on reading and on writing. Stronger teaching is now in place in these areas. In mathematics, reading and writing, pupils understand the important concepts. This is because teachers are clear about what pupils need to learn. Lessons build on what pupils already know. Pupils now achieve well.

Leaders have made sure that learning is well planned and sequenced in subjects such as science and geography. In these subjects, important ideas and areas of learning are taught in the right order to make sure pupils gain the knowledge and skills they need. Teachers make sure that pupils understand and use the key words. Knowledge of key vocabulary helps pupils to explain their thinking. Leaders are working to ensure that this is the case for all subjects. The school's curriculum is not yet sufficiently coherently planned and sequenced in some subjects. However, it is

clear from the actions that leaders have already taken to plan next year's curriculum and train staff in how to deliver it that they are in the process of bringing this about. For this reason, the transition arrangement has been applied in this case.

Phonics teaching is effective. However, leaders have a clear commitment to making pupils' early reading skills even better. Most children in Reception already know their letter sounds and can read some simple sounds to read harder words. Teachers ensure that pupils learn, remember and blend sounds together. Pupils who fall behind are given extra support. Most reading books are well matched to pupils' reading skills. This means that some pupils can read them with confidence on their own. However, not all pupils have reading books they can read by themselves. This slows their development. Adults listen to pupils read often. There is no doubt that reading is a high priority for the school. Consequently, pupils are becoming fluent readers.

The school supports pupils with special educational needs and/or disabilities (SEND) well. All pupils with SEND have access to the good-quality curriculum. Their individual needs are catered for. In the resource base, pupils' individual needs are met by dedicated and skilled staff. Adults make sure that activities and resources are matched to pupils' abilities. This promotes pupils' good development.

Pupils take on roles in school with enthusiasm. They have the chance to visit many places of interest linked to what they are learning. Pupils talk about respect and tolerance for each other. They discuss and debate issues in class. Pupils have enjoyed the recent 'Sunderland Culture' project. This included a behind-the-scenes theatre visit to see 'War Horse'.

Pupils' behaviour in class, in the hall and at breaktimes is excellent. They are friendly, polite and well mannered. In lessons, pupils are bright, alert, enthusiastic and determined to succeed. Very little off-task behaviour was seen. The number of exclusions in school has fallen sharply. There is little doubt that pupils' very positive attitudes to their learning help them to succeed. Pupils' rate of attendance is rising.

Children in early years are independent and creative. They are eager to make friends, find out new things and stick at tasks without giving up. Children work well together to solve problems. Children are friendly and welcoming. They are confident to approach adults if they need help.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained and know how to keep children safe. The regular updates for staff from leaders give them information about risks to watch out for. All staff, including those with designated responsibility for safeguarding, know pupils and their families well. They are vigilant in their oversight of pupils' welfare and safety. The work of the family liaison officer is invaluable. Where appropriate, staff

communicate with outside agencies when raising concerns. Pupils have detailed knowledge about the dangers they may face online and how to avoid these.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have made sure that the curriculum is becoming more coherently planned and sequenced. Some plans show that key ideas and concepts are carefully organised so that pupils' learning builds progressively. This is especially the case in science and geography. Further work must be completed to ensure that the curriculum in all subjects is equally strong.
- Some pupils struggle to remember the content they have been taught over time. These pupils are unable to explain how previous learning helps them with the new learning they are taught. Leaders must make sure that all teaching is designed to help pupils remember important knowledge and skills, so that pupils can make sense of the new learning they are acquiring.
- The school's approach to the teaching of phonics is becoming stronger as the expectations of teachers about what pupils can do each term rises. Some younger pupils' reading books are matched closely to their phonics knowledge as they are learning to read. These pupils are becoming confident and fluent readers. Leaders must make sure that all early readers practise by reading books that contain the sounds they have been taught and know.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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

Unique reference number	108799
Local authority	Sunderland
Inspection number	10121690
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	377
Appropriate authority	The governing body
Chair of governing body	Alison Logan
Headteacher	Gary Wright
Website	www.usworthcolliery.co.uk/
Date of previous inspection	20–21 September 2017, under section 8 of the Education Act 2005

Information about this school

- This school is larger than an average-sized primary school.
- The school runs a breakfast club for pupils.
- The proportion of disadvantaged pupils is above the national average.
- Most pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils with SEND is average.
- A resourced provision for 15 pupils who have autism spectrum disorder is provided.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, the deputy headteacher, the assistant headteacher, subject leaders and other members of staff, including the family liaison officer.

- As lead inspector, I met with a group of governors, including the chair of the governing body. I also met with a representative of the local authority and the school's development partner.
- We took account of 70 responses to Ofsted's parent questionnaire, Parent View. We looked at 65 parents' free-text comments. We also considered 36 responses from staff to Ofsted's staff questionnaire and 200 responses to Ofsted's pupil questionnaire.
- We observed pupils' behaviour in lessons and around the school, including at playtimes. We gathered pupils' views about the school through formal and informal discussions.
- We considered a wide range of documentation, including subject plans and safeguarding documents. We also looked at information relating to pupils' behaviour and attendance.
- We did deep dives in these subjects: reading, geography, mathematics, science and writing. This included discussions with leaders of the subjects, visits to lessons, discussions with teachers, scrutiny of pupils' work, listening to pupils read and discussions with pupils.

Inspection team

Phil Scott, lead inspector	Ofsted Inspector
Suzette Garland-Grimes	Ofsted Inspector
Kathryn McDonald	Ofsted Inspector

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