

Crookhill Community Primary

Hexham Old Road, Ryton, Tyne and Wear, NE40 3ES

Inspection dates 17–18 October 2012

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		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- Leadership and management are highly effective. All aspects of the school's work are very carefully checked, including the progress pupils make. School leaders use this information to identify exactly the right actions to take to improve the school further.
- Very effective training and management of staff performance since the last inspection have resulted in teaching which is good, with some that is outstanding.
- This good teaching, together with a good curriculum, successfully holds pupils' interest and means they have very good attitudes to learning.
- Pupils achieve well in English and mathematics.
- Since the previous inspection attainment in English and mathematics has improved significantly and now matches the standards expected of pupils nationally.
- Pupils enjoy school. They get on very well with their teachers and each other and their behaviour is outstanding. This has a very positive effect on their learning and progress in lessons.

It is not yet an outstanding school because

- Not enough teaching is outstanding so as to enable all groups of pupils, but especially on occasions more-able pupils, to make even more rapid progress, particularly in mathematics and writing.
- There are not enough opportunities for pupils to practise their reading, writing and mathematical skills through the work they do in other subjects to help them do even better.
- Not all marking gives pupils clear guidance about how to improve their work and what they need to learn next.

Information about this inspection

- The inspector observed seven lessons, of which two were joint observations with the headteacher. In addition, the inspector listened to pupils read.
- Meetings were held with groups of pupils, members of the governing body, different members of staff and a representative from the local authority.
- The inspector took account of the eight responses to the online questionnaire (Parent View).
- She observed the school's work, including work in pupil's books, the school's own information on pupils' current progress, information about lesson and other planning and about how school leaders check the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Kate Pringle, Lead inspector

Additional Inspector

Full report

Information about this school

- In this smaller-than-average-sized primary school the proportion of pupils known to be eligible for the pupil premium is above the national average.
- There are few pupils on roll from minority ethnic groups and the proportion who speak English as an additional language is low.
- The proportion of pupils supported through school action is average. Their needs mainly relate to moderate learning difficulties.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.
- Since the appointment of the present headteacher in 2010 there have been a number of staffing changes. The school building has undergone a radical renovation to improve facilities.
- Independent care and education, for children aged three, is provided by Crookhill Early Years. The Gap provides care, before and after school, for primary-aged pupils. Both facilities are located on the school site. They did not form part of this inspection and are subject to a separate inspection process.
- The school holds awards for Artsmark Gold, Forest Schools and International Schools, and holds the Basic Skills Quality Mark and Healthy School status.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in order to improve pupils' achievement further, especially in mathematics and writing, by:
 - ensuring that teachers consistently use information about what pupils have learnt in previous lessons to plan work that helps them to carry on learning as well as possible, especially more-able pupils
 - providing more opportunities for pupils to practise and improve their mathematical and writing skills through the work they do in other subjects
 - ensuring that marking consistently provides pupils with guidance that shows them how to improve their work and tells them what they need to learn next.

Inspection judgements

The achievement of pupils is good

- The numbers in most year groups are small and vary from year to year as does the proportion of pupils who have special educational needs or who are known to be eligible for the pupil premium. However, taking account of pupils' starting points, their achievement is good.
- Most children start the Early Years Foundation Stage with skills overall that are below those typically seen for their age, although their skills in reading, writing and learning to count are much lower than this. Although children make good progress in the Early Years Foundation Stage, most start Year 1 with skills in writing and learning to count that are still below average.
- Pupils make good progress overall across Key Stages 1 and 2 to reach broadly average standards by the end of Year 6. A strongly improving picture in Year 6 is being maintained with most recent standards being broadly average in mathematics and above average overall in English.
- Across the school, progress in different year groups is increasing year on year. This is because the school leaders check very closely how well all pupils are doing. As a result, any pupils in danger of falling behind in their learning are quickly identified and teachers help them to catch up swiftly. Because of this, progress is becoming more rapid, most noticeably in Years 5 and 6. Within different subjects progress is strongest in reading, where it is outstanding.
- Disabled pupils and those with special educational needs achieve as well as others given their starting points. A good proportion make outstanding progress because their needs are very accurately identified and they are then given very good support to help them meet these needs.
- The school's leaders make very effective use of additional funding for pupils known to be eligible for the pupil premium. This has been particularly successful over the past years and the vast majority of this group make outstanding progress to reach the same standards as other pupils in the school.

The quality of teaching is good

- The quality of teaching has improved since the last inspection, ensuring pupils' overall good learning and progress. Examples of outstanding teaching were observed during the inspection.
- Pupils enjoy school. They like and respect their teachers. They behave extremely well and have very positive attitudes to learning. They listen attentively, eagerly get down to work and enjoy the exciting learning opportunities that teachers provide in different subjects.
- Teachers introduce new ideas in a variety of ways, including the use of interactive whiteboards. Pupils learn different skills in information and communication technology which extends the ways in which they learn and has a positive impact on the progress that they make.
- When teaching is outstanding pupils' learning is particularly quick. This was apparent in a lesson observed where pupils were very enthusiastic in seeking to apply their interpretation of tally charts to develop pictograms. The activities were very closely matched to pupils' differing levels of abilities. For example, the more able pupils were very well challenged to create pictograms choosing 'how much' a particular image was worth. Pupils worked extremely hard and showed great understanding, producing a large amount of very good quality work. However, not all teaching is of this high quality, particularly in stretching the most able so that they learn at this outstanding level.
- Teaching assistants are highly effective. Their well-developed skills are put to very good use to guide, support and improve the learning for pupils of all abilities.
- Different teaching methods to help pupils make outstanding progress in reading have been very successful. Present work to improve the teaching of writing and mathematics further is already showing good impact on pupils' achievements.

- Marking gives pupils good opportunities to check their own learning and take action to improve it. They are sometimes encouraged to read and respond to teachers' comments, with best practice evident in writing. Some teachers, however, do not always guide pupils towards what they need to learn next in order to improve their work and increase their progress.
- Teachers provide pupils with a curriculum that interests and enthuses them. Although there are good opportunities for using skills in reading, writing and mathematics, there are not always enough occasions in other subjects for pupils to use these skills at the same levels as they do in mathematics and English lessons.

The behaviour and safety of pupils are outstanding

- Pupils play and learn within a highly positive and happy atmosphere. They are very polite and well-mannered and are highly enthusiastic about their teachers, learning and school.
- Pupils value their friendships. They understand the different forms of bullying very well and are adamant that this is not a concern in their school.
- Pupils agree that staff will deal quickly and effectively with any concerns which may arise. This is because the school's strong methods for dealing with inappropriate behaviour are shared with pupils and parents. As a result, everyone shares the same high expectations. Pupils have a very good sense of right and wrong and use this knowledge to forge friendships based upon respect for others. As a result, behaviour is typically outstanding and has a positive effect on pupils' progress.
- Parents believe the school to be a happy and safe place to be. They feel that they have good relationships with staff, who care for their children very well. They appreciate the positive links between home and school and know that any concerns they may have will be rapidly addressed.
- The work with parents to ensure that pupils are in school and learning has been highly effective. As a result, attendance is above the national average and levels of persistent absence are low.

The leadership and management are outstanding

- The headteacher provides inspirational leadership and, together with her deputy, has made considerable improvements over the last two years. They have consistently pursued the goal of high performance in teaching and standards. All aspects of the school's work are very carefully and regularly checked, particularly the quality of teaching and pupils' achievement. Long-term plans are made to address any weaknesses identified.
- All staff are fully involved in helping to improve the school further. They are very well-motivated and keen to ensure that their own skills and practice develop rapidly too.
- Pupils' progress is checked very closely and frequently. Teachers show a good understanding of pupils' individual needs and use resources and additional support, including teaching assistants, well to make improvements in pupils' achievement.
- Pupils supported through the pupil premium funding make outstanding progress to achieve in line with similar pupils nationally.
- The way in which the headteacher and deputy headteacher check the quality of teaching is of exceptional quality and leads to highly focused professional development for teachers and their assistants. The performance management of teachers and teaching assistants is firmly and successfully in place, contributing to the improvements in pupils' attainment since the last inspection. Staff are strongly supported to advance their careers to higher professional levels and promotion.
- Senior leaders also help staff to develop leadership skills. They have been successful in training key leaders to high levels of performance and there is a genuine aspiration amongst all staff to

develop and improve the subjects or other areas of management for which they are responsible. Teachers who manage subject areas, some newer to their role than others, show a good understanding of their responsibilities and have a clear understanding of what needs to be improved in their areas.

- The local authority has been highly supportive of the school. Sharing high levels of expectation and challenge with school leaders and managers, it has provided well-targeted support linked to checking the quality of teaching and pupils' achievement. Consequently, there has been good improvement since the previous inspection.
 - Pupils' spiritual, moral, social and cultural development is fostered well through the school's exciting and practical curriculum. Access to outdoor learning in the 'Forest School' provides real hands-on tasks for pupils of all ages. A wide range of additional activities, including residential visits, increase pupils' experiences of the wider world and the different opportunities it can offer them.
 - Links within the local community and further afield develop pupils' understanding of society and the opportunities it can offer them. Their strong knowledge of what is right and wrong helps them to get on very well with each other.
 - **The governance of the school:**
 - Governors contribute well to school improvement because of their positive and effective relationships with school leaders and the local authority.
 - They make sure that safeguarding procedures are rigorous and well documented.
 - Governors keep a close eye on school leaders to make sure they are successful in improving the quality of teaching and pupils' achievement. They ensure that their own skills and knowledge are well developed and up to date so that they can check the school's work closely for themselves.
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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	108366
Local authority	Gateshead
Inspection number	405163

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	Gateshead
Chair	Brian Kelly
Headteacher	Kristine McCormack
Date of previous school inspection	12–13 October 2010
Telephone number	0191 4334066
Fax number	Not applicable
Email address	crookhillprimary@gateshead.gov.uk

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