

Inspection of a good school: Crookhill Community Primary School

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

Inspection dates:

18 and 19 October 2022

Outcome

Crookhill Community Primary School continues to be a good school.

What is it like to attend this school?

This is a welcoming and caring school. New pupils, members of staff or visitors are made to feel at home. Most pupils are sensible and behave well. Pupils report that bullying does not happen, but if it did, they are confident adults would deal with it. Any falling out between pupils is sorted quickly. This is usually by the pupils themselves, who show maturity to do so. Pupils are friendly, courteous and enjoy talking to visitors. Most pupils are happy, enjoy learning and being with their friends.

Teachers have high expectations of pupils. They expect them to be good learners. Pupils understand that concentrating, never giving up and working together leads to success. Pupils are keen to be elected to the school council or become a house captain. Pupils show concern for the environment. The school council is seeking to address plastic pollution and food waste. School events are returning. Pupils' excitement at the first Halloween disco since the COVID-19 pandemic began was clear.

Pupils learn how to keep themselves safe at school and at home. They learn about road safety and being safe near train tracks. Pupils enjoy keeping healthy, physically and mentally. They enjoy playground games and using the new healthy tuck shop. Pupils explain that sharing a worry with a trusted adult helps their mental well-being.

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

Leaders continue to make improvements to the curriculum. In subjects such as mathematics, curriculum thinking is clear. Key ideas thread through learning. This enables leaders to plan and sequence new knowledge. Leaders make sure that new content connects to what pupils already know. Learning is delivered in short units of work, where knowledge builds progressively. Teachers check that pupils have grasped the essential information that they need to progress at the end of these units. Teachers also use assessment well to check on any misconceptions or if pupils have not quite grasped new learning. Teachers provide extra help or go over work to make sure everyone keeps up. Not all foundation subjects reflect the same high-quality curriculum structure.

Leaders make sure that younger pupils become fluent and confident readers. A new system to teach phonics has been in place for a year. Lessons are systematic and consistent. Pupils know the routines and join in shared activities with excitement. Pupils acquire phonics knowledge progressively. In Reception, pupils learn how to articulate sounds accurately. Teachers model how to use the tongue and teeth for certain letters. The books pupils use to practise their reading help them to become skilled and fluent readers.

Pupils show a great determination to succeed. In most lessons, pupils pay close attention, try to answer questions and usually have a go. They rarely lose concentration. Teachers plan lessons to build knowledge step by step. All pupils, including those with special educational needs and/or disabilities, make strong progress in their learning. Teachers make small changes to lessons to meet pupils' needs. Extra adult support is on hand for pupils who need it. All pupils access the same learning and take a full part in all aspects of school life. No-one is left out or misses out.

Leaders have made sure that there are many opportunities to support pupils' character development. The celebration of festivals such as Chinese New Year, Diwali and festivals of light build pupils' cultural awareness. National events such as the Queen's Platinum Jubilee developed pupils' understanding of British culture and national identity. Pupils attend music and dance workshops. Some learn to play a musical instrument. Pupils compete in sports' festivals and competitions. The opportunities that pupils have to problem solve and work as a team capture their imagination.

In all circumstances, staff stick together. Morale is very high. Teachers report a strong sense of teamwork and family among staff. Staff look out for each other and care for one another. Leaders have removed unnecessary bureaucracy. Leaders are approachable and sensitive to staff well-being. The positive relationships among staff provide a strong example to the pupils. This is a safe and happy school to attend or work in.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding training for staff and governors is thorough and up to date. Leaders have made sure that safeguarding is every member of staff's responsibility. Teachers and teaching assistants spot any minor concern, no matter how small. Record keeping is meticulous. Leaders work with external agencies to provide support for pupils. These include social care or community support police officers. The school counsellor offers help to those pupils who need to talk about a concern. The school business manager makes thorough checks during staff recruitment. Governors makes extra checks on systems and record keeping. Pupils learn how to stay safe at home, online or near roads.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few foundation subjects are not yet sufficiently well developed. Essential knowledge that pupils need to know and remember are not precisely identified. Leaders must ensure that in all curriculum subjects, they identify the essential pieces of knowledge that pupils need to learn across each year group. This will help pupils to know and remember more over time.

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 October 2012.

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

Unique reference number	108366
Local authority	Gateshead
Inspection number	10240751
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	181
Appropriate authority	The governing body
Chair of governing body	Debra Ryan
Headteacher	Kristine McCormack
Website	www.crookhillprimary.org
Date of previous inspection	12 September 2017

Information about this school

- At the time of the inspection, the school was using one registered alternative provider.

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 met with the headteacher, assistant headteachers, the special educational needs coordinator, curriculum leaders and teachers. The inspector met five members of the local governing body, including the chairperson. The inspector also met the school improvement partner from the local authority.
- The inspector carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, the inspector discussed the curriculum with leaders, looked at curriculum plans, visited a sample of lessons where available, spoke to teachers and teaching assistants, spoke to pupils and looked at samples of pupils' work.

- The inspector listened to a range of pupils read from different year groups.
- The inspector spoke to leaders about other curriculum subjects.
- The inspector observed pupils' behaviour during lesson visits, at break time and at lunchtime. He spoke to pupils about their views of behaviour. A group of pupils gave the inspector a tour of the school.
- The inspector looked at the single central register of recruitment and vetting checks. The inspector spoke to leaders, teachers, governors and pupils about safeguarding.
- The views of parents who responded to Ofsted's questionnaire, Parent View were considered by the inspector.
- The inspector met with staff to discuss their well-being and workload. The inspector considered the responses and comments from Ofsted's staff survey.

Inspection team

Phil Scott, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022