

Inspection of a good school: Stanley (Crook) Primary School

Wooley Terrace, Stanley Crook, Crook, County Durham DL15 9AN

Inspection date: 16 April 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Stanley (Crook) is a vibrant school. Happy pupils, happy staff, and a supportive community help to make memories for the pupils which they will carry with them for the rest of their lives.

Pupils have high aspirations. These are born out of the high ambitions the school has for all. The pupils enjoy learning. They build their knowledge in a broad range of subjects extremely well over time. When pupils leave school at the end of Year 6, they are ready academically and socially for the next step in their education. In external assessments, pupils do very well and compare favourably with national outcomes.

Learning is not restricted to the classrooms. The environment helps to enhance learning opportunities in corridors, in the playground, in the forest area and in dedicated outside science areas. Interactions between staff and pupils are warm, meaningful and respectful. Behaviour is excellent.

From the youngest to oldest pupils there is a sense of pride in their school. There is a high number of pupils who take part in the abundance of extra-curricular clubs. They enjoy activities which range from martial arts to working with the local constabulary to improve the local community.

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

If you attend Stanley (Crook) Primary School, you quickly become a reader. Pupils acquire a passion for reading when they join the school in the early years. Their joy of reading continues to grow as they move up through the school. For pupils, reading is a lifestyle choice. The carefully chosen books on offer help them to learn more, know more and be a well-rounded member of society.

In lessons, dedicated staff bring the school's curriculum to life. Pupils thrive and develop their knowledge in the different subject areas. The carefully thought-through subject curriculums help to secure pupils' knowledge gradually over time. The school is outward-looking. Leaders work with different subject organisations. This helps the school in making adjustments to the curriculums.

Staff in early years embrace the children's enthusiasm for school. The classroom and outside area encourage the children to explore different areas of learning safely. The outside area provides the pupils with space and equipment to develop their physical strength. The climbing areas, bicycles and different apparatus allow the pupils to take risks in a safe place. Children have excellent manners and play nicely together.

Pupils with special educational needs and/or disabilities (SEND) receive support from staff who know their specific needs. The school has a clear calling to meet the needs of the pupils who attend. The school engages with different external agencies to secure specific staff training to enhance the provision for pupils with particular needs.

The school is a focal point for the community. Parents support the school and willingly give up time to support extra-curricular activities. The pupils have taken ownership of the community beyond the school. They have successfully campaigned to lower the road speed limit outside the school. Pupils regularly carry out litter picks in the village. Clubs and trips are carefully selected to allow the pupils to build on areas of interest. For example, trips to local castles link to the history and geography curriculums.

The attitudes pupils have towards their learning and each other are of the highest standard. Pupils have a strong moral purpose. This is in part shaped by the ethos and values taught in personal, social and health education. Pupils are keen to show their school in a positive way and converse with visitors.

The staff, pupils and families all contribute in their way to the success of the pupils. The pupils arrive at school and are keen to share the reading they have done at home. The pupils feel safe at school and trust adults to support them should they have any worries.

Governors invest time and energy into the school. They offer challenges to leaders about decisions taken. However, as much as they challenge, they also check on the well-being of the leaders and staff.

The staff at Stanley (Crook) are proud to say they work at the school. Staff feel valued, supported, and cared for by leaders. Staff have a positive connection to the pupils' families and the community they serve.

Safeguarding

The arrangements for safeguarding are effective.

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 first ungraded inspection since we judged the school to be good in February 2019.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	114059
Local authority	Durham
Inspection number	10320357
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	136
Appropriate authority	The governing body
Chair of governing body	Catherine Lawes
Headteacher	David Christie
Website	www.stanleycrook.durham.sch.uk
Dates of previous inspection	12 and 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered provider for alternative education provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in reading, mathematics, English, and religious education. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- Meetings were held with the headteacher, governors, senior leaders, the SEND coordinator, subject leaders, teachers and a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The responses to Ofsted's surveys for pupils, staff and parents were also considered.

Inspection team

Richard Jones, lead inspector

His Majesty's Inspector

Helen Stout

Ofsted Inspector

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