



Knop Law Primary School

Inspection Report

Unique Reference Number 108450
LEA Newcastle upon Tyne
Inspection number 277974
Inspection dates 1 November 2005 to 2 November 2005
Reporting inspector Rosemary Rodger

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Hillhead Parkway
School category	Community		Newcastle upon Tyne
Age range of pupils	4 to 11		Tyne and Wear, NE5 1LH
Gender of pupils	Mixed	Telephone number	0191 2674453
Number on roll	379	Fax number	0191 2677683
Appropriate authority	The governing body	Chair of governors	Mr R Oliver
Date of previous inspection	18 May 2000	Headteacher	Mrs P Dutton

Age group 4 to 11	Inspection dates 1 November 2005 - 2 November 2005	Inspection number 277974
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a large two-form entry primary school recently formed from a First school as part of local authority restructuring. It is situated on the western side of Newcastle upon Tyne. Pupils attend the school from an area wider than the immediate locality which means that the catchment area is mixed socially and economically. The number claiming free school meals is below average, as is the proportion of pupils with learning difficulties and/or disabilities. The majority of pupils are of white British heritage. The school has received three achievement awards for excellent results in recent years, has had a Healthy Schools award for many years that is renewed yearly and was involved in training teachers as a Beacon School. It continues to provide all pupils in Year 5 with the opportunity to play a string instrument as part of a department for education and skills (DfES) initiative. The school provides before and after school care and an independent pre-school operates part time on site.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school that provides excellent value for money. Inspectors disagree with the school's more modest view on its effectiveness because of its very high quality outcomes in standards, progress and teaching. Provision for children in the Foundation Stage is very good. Pupils make exceptionally good progress, based on their slightly below average standards when they start school and the very high standards they reach by the time they start Year 6. Pupils' personal development is outstanding. They enjoy school because they are very well respected, provided with a wide range of stimulating lessons and are trusted to take many responsibilities. All pupils are well cared for and excellent use is made of information about their prior learning to meet their needs, irrespective of their gender or ability. Leadership and management are first rate. The modest self-evaluation is indicative of very high expectations and the strong determination by the headteacher to maintain excellence. Improvement since the last very good inspection has been excellent and reflects the strong capacity to improve.

not applicable

What the school should do to improve further

The school has no areas for improvement.

Achievement and standards

Grade: 1

The inspection team disagree with the school's evaluation that standards and achievement are good: they are outstanding. Children start school with standards that are slightly below average in all areas of learning. They make excellent progress so by the time they start in Year 1 standards are above average, with many children exceeding the early learning goals in all areas of learning. The results of the Year 2 national tests in reading, writing and mathematics have been exceptionally and consistently high in the past three years, showing that pupils continue to maintain their excellent progress. All pupils reached the nationally expected Level 2 with a very large proportion exceeding this. The very small numbers of pupils with learning difficulties and/or disabilities make outstanding progress. The Year 2 national test results in 2005 were the highest in the local authority. Results in writing were exceptionally high and reflect the high quality teaching throughout the school. The involvement of the school in a local authority network learning initiative has provided the school with very good support through additional training for staff. This is the first year the school has had a Year 6, so there are no national test results. However, Year 6 pupils achieved exceptionally and consistently well in the tests taken at the end of Year 5 in English, mathematics and science; these were externally marked. These high results are born out by the high quality of work seen during the inspection.

Personal development and well-being

Grade: 1

The inspection team disagree with the school's more modest judgement on this aspect of their work and judge it to be outstanding. The school's aim of continually striving for excellence is achieved and is endorsed by parents. Close attention to personal development and well-being is at the heart of this orderly and exciting school community. Pupils' achievements are celebrated at every opportunity. Children enjoy thoroughly everything they do and are keen to do their best. This is reflected in their attendance, which is consistently above the national average, and the very high level of participation in the wealth of activities on offer that enriches their learning. Behaviour is exemplary in lessons and around school: even the very youngest children quickly develop a good understanding of the right ways to behave and rise to the school's very high expectations of them. There is little need for rewards or sanctions. Older pupils relish the opportunities provided to take on responsibility around school. They demonstrate extremely mature attitudes; they are polite, friendly and respectful to all adults and one another and make an outstanding contribution to their school community. Pupils know their views matter and are taken seriously by the school. Very good provision for personal and social health education means that pupils develop a very good understanding of the importance of keeping healthy and staying safe. Spiritual, moral, social and cultural development is excellent, for example, cultural development is strongly promoted through a range of visitors and trips to places of worship such as a Hindu temple.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding in every respect, owing to the very high expectations of the senior management team and the model of their exceptionally talented teaching. Teaching is outstanding because of the innovative and creative ways the requirements of the statutory curricula are interpreted and the inspirational teaching of basic skills. A high priority is given to pupils using the informative displays, for example, about the best vocabulary, words to join sentences and imaginative punctuation to assist their learning. The presentation and content of pupils' work and the quality of marking are very high. The use of assessment information to identify pupils needing additional support, and the innovative use of information and communication technology (ICT), are exemplary. The school is outstandingly resourced, especially in literacy and numeracy. Displays are of a very high quality and provide an excellent learning resource for pupils as well as celebrating their learning. The pupils' work is very well planned and adjusted to take account of the wide range of abilities in each class.

Assessment arrangements are very comprehensive. Pupils have weekly targets and begin to self-assess their progress towards them. The whole school system of tracking

progress in reading, writing and mathematics every half term is used very effectively to identify groups of pupils needing additional support. The assessment of pupils' progress in subjects such as history and geography is being revised.

Curriculum and other activities

Grade: 1

The school judges the curriculum to be good. However, the inspection team judge it to be outstanding because of the innovative enrichment and very successful progress in basic literacy, numeracy and ICT skills. The enriched curriculum greatly enhances the statutory provision for all pupils, including those with learning difficulties and/or disabilities. Extra-curricular activities are very well supported and pupils take part in a wide range of sporting activities and outdoor residential activities which help to keep them healthy. High quality performances provide excellent opportunities for pupils to sing, dance, act or play musical instruments. The large number of curriculum visits to places of interest are enjoyed by pupils and appreciated by parents. The curriculum provides an excellent range of opportunities for pupils' personal development, which develops their self-confidence, behaviour and enjoyment of school. Measures to provide a distinctive curriculum for the recent addition of Year 5 and 6 pupils are successfully in place and much appreciated by the older pupils. Excellent opportunities are provided for pupils to acquire personal and social skills, such as acting as lunchtime monitors to support younger pupils. The Foundation Stage curriculum is very effectively enriched by the recent developments in outdoor learning.

Care, guidance and support

Grade: 2

The inspection team agree with the school's evaluation that this aspect is good. Good steps are taken to ensure pupils' health and safety, including a comprehensive range of policies, risk assessments and appropriate staff training. The school has been made aware of some safety issues that are now being dealt with. Registration procedures ensure pupils are kept safe and any absences quickly followed up. Pupils are prepared well for secondary school. The assessment and monitoring of pupils' academic and personal development are outstanding. Pupils are clear about what they need to do to improve their work. Relationships between pupils and adults are very effective. As a result, pupils agree that if they have concerns at school there is always an adult they can go to for support. Pupils were unanimous in their praise of the school for its friendly and supportive teachers and their enjoyment of learning.

Leadership and management

Grade: 1

The school judges the leadership and management to be good. However, the inspection team disagrees with this modest judgement. Leadership and management by the headteacher and the deputy headteacher are outstanding. Their exceptionally high expectations transcend every aspect of the school's work, resulting in a very successful

school in which pupils achieve to a very high level in all aspects of their work. The strong and firm belief that pupils learn most effectively when they are kept together as a class group, irrespective of their needs, very successfully permeates the inclusive practices in every class. The transition from a First to Primary school has been managed exceedingly well so that pupils in Years 5 and 6 are proud to remain in school, take many responsibilities and continue to make outstanding progress. Parents are in strong agreement with this finding.

School self-evaluation is unrelenting in its priority to provide the very best for the pupils. It links very well to the school improvement plan, although it is somewhat modest in its overall judgements. This modesty is indicative of the lack of complacency and drive of the outstanding leadership by the headteacher. The senior management team, through the firm lead and clear direction provided by the headteacher, are very committed and hardworking. Governors are very supportive. The monitoring of teaching is rigorous and has ensured that new teachers are well supported and provided with suitable training. This contributes very effectively to the outstanding teaching overall. There were no major areas for improvement in the last inspection; the two minor issues have been tackled excellently. The leadership of the school has a strong capacity to maintain the current outstanding provision.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	No
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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The School Council

Knop Law Primary School

Hillhead Parkway

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Tyne and Wear

NE5 1LH

3 November 2005

Dear Children,

Thank you for welcoming us to your school and for being so polite and friendly. We enjoyed talking to you and seeing all the lovely work you have done displayed around your classrooms.

What we liked most about your school

We are very pleased that you enjoy school and work very hard so you get excellent results in the tests you take.

We are very pleased that you behave very well and there is no bullying.

We like the encouragement you are given to stay fit, and for the older children to run every day.

The school council makes good decisions.

Your parents are very pleased that you come to this school.

Your teachers have worked very hard to make your school a very good place for Years 5 and 6.

We like the way some of you feel special because you are treated like adults by your teachers, and you have a big responsibility caring for younger children at lunchtimes.

We love your school uniform, especially the blazers worn by children in Years 5 and 6.

The headteacher, other teachers and governors all work very hard to make your school very exciting because of all the interesting work you do and visits you make.

We agree with you that your school is brilliant. We have not asked your headteacher and teachers to do anything else to make your school better than it is now.

Rosemary Rodger

Lead inspector

Annex B