

# Knop Law Primary School

Hillhead Parkway, West Denton, Newcastle-upon-Tyne, Tyne and Wear, NE5 1DS

**Inspection dates** 19–20 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievement is outstanding. They enter the Reception Year with typical skills for their age. Pupils make rapid and sustained progress throughout the school so that by the end of Year 6, standards in mathematics, writing and reading are high.
- Much of the teaching is outstanding and never less than consistently good.
- Teachers plan exciting lessons that interest all pupils. They create many opportunities for pupils to work together and to learn from research activities.
- Teachers use pupils' past learning exceptionally well. This helps them set work that matches pupils' needs and abilities.
- Teaching assistants, and other adults, are used extremely well to support pupils' learning both in class and in small group activities outside the classroom.
- Behaviour is outstanding because pupils take exceptional responsibility for their learning. This makes a very strong contribution to their outstanding progress.
- Pupils say they enjoy school and that they are safe. Parents and staff strongly agree that pupils are safe and enjoy school.
- The headteacher's strong passion and ambition for all the pupils to do well are known to all staff. Staff are clear about what is expected of them. They, along with parents, make a significant contribution to pupils' outstanding achievement.
- The curriculum offers many exciting opportunities for learning with pupils taking part in many additional activities. It makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.
- Leaders and managers have a very accurate view of how well the school is doing. They check the quality of teaching very rigorously and use their findings to drive up its quality.
- Leaders and managers use a wide range of information to check pupils' progress. Some middle leaders have yet to develop their skills fully to use data systems for measuring the effect of their actions on pupils' progress.
- Governors know the school exceptionally well. They use their wide range of skills and expertise to support the school so that the needs of all pupils are met.
- As a result of outstanding leadership and management, pupils are exceptionally well prepared for the next stage of their education.

## Information about this inspection

- Inspectors observed 25 lessons given by 14 teachers. An inspector observed a reading session led by a former teacher. Two observations were undertaken jointly with the assistant headteacher.
- Inspectors spoke to three groups of pupils about their learning in lessons and their safety in school. Inspectors listened to some pupils reading.
- Meetings were held with the Chair of the Governing Body and five other governors, school staff, and a representative of the local authority. In addition, inspectors looked at the school’s review of its performance, its development plan, safeguarding information, school policies and the minutes of governing body meetings.
- The inspectors analysed 80 responses to the on-line questionnaire (Parent View). Inspectors spoke to some parents during the school day. They also analysed the results of a school questionnaire sent to parents. Three letters sent to the inspection team by parents were taken into consideration.
- The views of 27 staff who returned questionnaires were taken into account.

## Inspection team

Jim McGrath, Lead inspector	Additional Inspector
James Hannah	Additional Inspector
David Wilson	Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Most pupils are White British with a few from other minority ethnic groups. Almost all pupils speak English as their first language.
- The proportion of pupils supported at school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational need is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school holds the International Schools Award and the Artsmark Gold Award.
- Since the last inspection, five years ago, there have been a significant number of staffing changes.
- In September 2010, the school moved half a mile, from a shared site with another school, to the new school building.

### What does the school need to do to improve further?

- Further develop the skills of some middle leaders so they can use the school's data systems more effectively to monitor the impact of their actions on the progress pupils are making.

## Inspection judgements

### The achievement of pupils is outstanding

- Children join the Reception classes from a large number of nurseries. Overall, children's skills are typical for their age, although there is a wide range of ability.
- Children make rapid progress in the Reception Year. They develop their skills exceptionally well through the outstanding support they receive from their teachers and teaching assistants. The excellent outdoor play facilities and the wide range of well-planned indoor activities allow children to choose interesting activities and work well together. By the end of the Reception Year they have high reading skills and excellent personal skills which support their learning exceptionally well.
- Pupils continue to achieve extremely well through Key Stage 1. By the end of Year 2, standards in reading, writing and mathematics are well above average. The proportion of pupils achieving the highest level, Level 3, in reading, writing and mathematics is well above average with the proportion in reading being exceptionally high.
- The most recent screening test at the end of Year 1 showed that pupils' skills in linking letters and sounds to read words (phonics) were well above those expected nationally. Parents make an exceptional contribution to their children's reading as most encourage pupils to use the local library and listen to their children reading books from school.
- At Key Stage 2, standards in reading, writing and mathematics have been high for the past five years. The numbers reaching the highest levels is now well above average. Some pupils excel and achieve the very highest level. In 2013, pupils' standards in the new test for English grammar, punctuation and spelling were well above average.
- As a result of outstanding teaching, pupils have made excellent progress over time. All of those pupils leaving Year 6 in 2013 made the progress expected of them. The large majority made better progress than expected.
- The most able pupils make very strong progress and attain better than similar pupils in other schools, particularly in writing.
- Disabled pupils and those with special educational needs are making better progress than other pupils. This is due to the excellent support they are receiving from their teachers in class and from other adults when working in small groups outside of the classroom.
- In 2013, the few known to be eligible for the pupil premium achieved impressively high standards by the end of Year 6. Those known to be eligible for free school meals were over a year ahead of similar pupils nationally in reading, writing and mathematics. They made outstanding progress, even better than other pupils in the school. However, because of their lower starting points they were six months behind other pupils in school at the end of Year 6. The achievement of these pupils is a testament to the school's commitment to equality of opportunity for all.
- An analysis of pupils' work shows that pupils' presentation skills are exceptionally high across the many subjects they study and that their reading skills are used exceptionally well to support learning in all areas of the curriculum. Many subjects promote numeracy in their work and this supports high attainment in mathematics. Lessons showed how confident pupils are in speaking and using high levels of subject vocabulary. Pupils have excellent opportunities to develop their outstanding literacy and numeracy skills across a wide range of subjects.
- By the end of Year 6, pupils are confident in discussing their favourite authors and why they choose different types of books. Pupils read widely, fluently and with great expression. They have developed a love of reading and books thanks to excellent teaching in school and the strong support of their parents.

### The quality of teaching is outstanding

- Inspirational teaching has developed outstanding attitudes to learning. Lessons are exceptionally

well planned and structured so that all pupils make outstanding progress.

- Teachers plan exciting lessons that interest and motivate pupils. Pupils enjoy the opportunities for independent learning and research. In a Year 6 science lesson, pupils were discussing how animals have adapted to suit their environments. They worked in pairs, using computers exceptionally well, to research their own choice of animals such as jellyfish, polar bears, duck-billed platypus and many others. All the pupils made exceptional progress and shared their learning with each other.
- Teachers use pupils' past learning very skilfully to engage them right from the start of each lesson with tasks that are suitable for their different levels of ability. In a Year 3 English lesson, the teacher used previous work about elephants to support pupils' writing and poetry in describing how elephants move. All pupils made outstanding progress because of the support given by the teacher and the books and other materials that were made available to the pupils. The most able pupils created poetry with a high quality vocabulary and descriptive language.
- Lessons go at a brisk pace with teachers making it very clear what is to be learned. Pupils settle to their work exceptionally quickly and make excellent progress. In a Year 1 mathematics lesson, pupils moved seamlessly from the carpet to their groups and started work immediately without any interruption. All pupils produced large amounts of work with many of them independently using their number lines and number squares to support their learning.
- Pupils are exceptionally keen to respond to the excellent questions asked by their teachers. Most pupils provide extended answers, which include a high level of subject vocabulary. All pupils listen carefully and when the teacher skilfully checks their understanding it is clear that all pupils have listened well and learned from the answers.
- Teachers check pupils' progress exceptionally well throughout the lesson. They look at pupils' work very frequently throughout the lesson and, if necessary, they prompt pupils so that all of them make excellent progress.
- Teachers' marking makes a strong contribution to pupils' learning. An analysis of pupils' books showed marking was regular and in the vast majority of cases, there were helpful and supportive comments. Generally, pupils responded well to improve their learning although very occasionally not enough time was given by the teachers for pupils to improve their work.
- Teaching assistants and other adults, some of whom are training to be teachers, make an excellent contribution to learning. Teaching assistants skilfully question pupils to find out what they know and to support pupils in working out how they can improve their work. They support small groups of least-able pupils exceptionally well. Their excellent subject knowledge means that they also offer support to the full range of abilities.

### **The behaviour and safety of pupils are outstanding**

- Pupils' attitudes to learning are exemplary. They are keen and eager to learn which means that all lessons flow without interruption. Pupils are keen to extend their knowledge and skills. Concentration in lessons can be amazing with pupils working in silence or quietly discussing their work with their groups.
- They are exceptionally keen to explain what they are learning and how they are going to complete their work. From the start of their education, pupils are exceptionally confident in the company of other adults.
- Pupils are curious and have a love of learning because of the outstanding teaching they receive. Behaviour in lessons is exemplary. Pupils make an exceptional contribution to their learning and enjoy their work. They are industrious and keen to share their thoughts in order to help others to learn well.
- Around the school, pupils' behaviour is impeccable. They are polite and treat each other with great courtesy and respect. Excellent displays of work in corridors and classrooms are treated with great respect and make a significant contribution to an outstanding learning environment.
- Pupils are exceptionally sociable and play extremely well together. At breaks and lunchtime they are very active and enjoy team games in the multi-use games area, as well as games in the

playground. No misbehaviour was seen during the two days of the inspection.

- Pupils say there is no bullying in school and if it occurred they know what to do. Pupils are unreservedly positive about the school. They are exceptionally clear about cyber-bullying and what to do to stay safe when using the internet.
- They speak well about the many opportunities they have to take responsibility. Older pupils look after the very young pupils at lunchtime and support their play. Pupils are excited by the many educational visits, outward-bound activities and the sporting opportunities that are available.
- Pupils say that they are safe and enjoy school. Those parents who responded to Parent View, those spoken to by inspectors and those who sent letters to the inspection team agree that their children are safe and that they enjoy school.
- Attendance is average with very few persistent absentees. The school provides extra teaching for pupils who have been absent so they can catch up and do not fall behind in their learning.
- All staff and the vast majority parents are overwhelmingly positive about behaviour and safety in school.

### **The leadership and management are outstanding**

- The headteacher's drive and ambition for the school coupled with her passion for all pupils to do well make a major contribution to this outstanding school. Her outstanding leadership has built a strong sense of teamwork across the school.
- Staff are unanimous in saying that they understand what the school is trying to achieve. The headteacher has given leadership roles to most staff and they make a strong contribution to whole-school planning and the direction of the school.
- Razor sharp self-evaluation leads to an accurate view of the school's performance.
- An exceptional process for checking pupils' achievement is in place. However, the data collected are not always used well enough by some middle leaders to check how much effect their planned actions are having on pupils' progress.
- Arrangements to check the performance of teachers are thorough and identify the skills they need to improve. Teaching assistants have a process of professional review which is identifying their training needs and supporting their excellent subject knowledge. This is a good example of the school's commitment to equality of opportunity.
- The curriculum is outstanding because it provides many exciting opportunities for pupils to learn exceptionally well. It promotes a love of learning by linking an impressive range of extra activities to pupils' work in class. The wide range of visits, communication with pupils from India, the school's own harmonious community and the large take-up for music, dance and the arts make an outstanding contribution to pupils' spiritual, moral, social and cultural development.
- Pupils' participation in sport is high. The school is very successful in football and swimming. There are lots of sports provided, such as basketball and archery. There are plans to use the new Primary School Sports funding to support additional work with professional sports coaches. Pupils are very active and this contributes well to their healthy lifestyles, physical well-being and enjoyment of sport.
- Partnerships with parents and with local providers of initial teacher training are very strong and assist pupils to achieve outstandingly well.
- The local authority has provided light-touch support for this outstanding school. A representative of the local authority supports governors with the appraisal of the headteacher and reviews the progress of the school with the headteacher each term. The strengths of the school are well known to the local authority. It is using them to support the work of other schools.
- **The governance of the school:**
  - Governors' knowledge of the work of the school is extremely impressive. Through detailed reports, regular presentations from subject coordinators, curricular links with staff in school and regular visits to the school they are acutely aware of the strengths of the school including the quality of teaching. They use national performance data exceptionally well to challenge

and support the headteacher. Governors have an effective system to review the performance of staff, including the headteacher, and are fully involved in determining teachers' levels of pay. They have approved the use of pupil premium funding to employ additional staff and pay for some pupils to attend residential activities and clubs. They check the impact of this extra support on pupils' progress. Governors use their wide range of skills to support the work of the school. They check that they are satisfied with the financial viability of the school as well as safeguarding and safety matters around school. The school's arrangements for safeguarding meet statutory requirements.

## 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

<b>Unique reference number</b>	108450
<b>Local authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	425930

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	407
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicky Dixon
<b>Headteacher</b>	Pauline Dutton
<b>Date of previous school inspection</b>	13 November 2008
<b>Telephone number</b>	0191 2674453
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