

Cramlington Northburn Primary School

Horton Drive, Cramlington, Northumberland, NE23 3QS

Inspection dates

13–14 March 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress between the Nursery class and Year 6 and achieve well.
- A superb atmosphere of calm and industry pervades the school. It enables pupils to listen, concentrate and work hard without distraction.
- A very effective emphasis on reading means that most pupils read at levels beyond those expected for their ages.
- Good quality teaching enables all groups of pupils to make at least good progress in English and mathematics.
- Pupils are exceptionally positive about their school. They say that they enjoy their education and recognise that their teachers go out of their way to help them. Pupils feel safe.
- They have full respect for their teachers and behave impeccably in lessons and around school. Relationships between members of staff and pupils are excellent.
- Attendance is above average and persistent absence is low.
- The headteacher, staff and governors work very effectively together to ensure that the school is continually improving and provides a good education on a day-to-day basis.

It is not yet an outstanding school because

- Although teaching is good, there is not enough excellent classroom practice to accelerate pupils' progress to outstanding.
- Targets set for pupils' progress are relatively challenging, but there is still room to raise expectations higher.

Information about this inspection

- In this inspection, inspectors observed 18 lessons, including two joint observations with senior staff.
- They held meetings with the headteacher, deputy headteacher, assistant headteacher, middle managers, members of the governing body, groups of pupils and a representative of the local authority.
- They looked at a wide range of documents, including the school's view of its own performance, plans for future improvement, records of pupils' progress and safeguarding procedures. They also looked carefully at a wide selection of pupils' written work in all subjects.
- They took account of 73 responses to the on-line questionnaire (Parent View) and the responses to the staff questionnaire.

Inspection team

John Paddick, Lead inspector

Additional Inspector

Lucie Stephenson

Additional Inspector

Mark Lovell

Additional Inspector

Full report

Information about this school

- Cramlington Northburn Primary School is larger than average in size for a primary school.
- Almost all pupils are White British.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is broadly average.
- Fewer pupils than average join the school or leave other than at the usual time.
- The proportion of pupils known to be eligible for the pupil premium is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the overall quality of teaching and pupils' achievement from good to outstanding by:
 - setting easily measurable targets in the school development plan for further raising the quality of teaching from good to outstanding over a specified length of time
 - using the existing outstanding classroom practice as a model of excellence
 - ensuring that the balance between teachers talking and pupils' activity in lessons promotes rapid learning
 - setting targets for pupils based on outstanding rather than good levels of progress.

Inspection judgements

The achievement of pupils is good

- Since the previous inspection, the national test results in English and mathematics have generally been securely above average and reflect pupils' good achievement. In 2012, there was a dip in mathematics but current Year 5 and 6 pupils' attainment levels have reverted to being significantly above average. Pupils' progress rates almost invariably compare extremely favourably with national figures.
- Inspectors found that, although the rate of pupils' progress varies between year groups, it is good overall over the eight years between children entering the Nursery class and leaving Year 6. Pupils were observed making at least good progress in most lessons. Inspectors' checks on pupils' written work show that pupils make good progress over time in English, mathematics and science. Work is extensive and presented well. These observations match the school's own records.
- Although some pupils join the Nursery class with expected levels of development, many do not. This means that overall, children's skills and development are below those expected for their age. It is to the great credit of staff that children soon make up for lost ground and progress to average standards by the time they enter the Reception class and Year 1. Good progress continues through Years 3 to 6 and enables pupils to reach above average levels of attainment before they transfer to secondary school.
- By Year 6, far more pupils than average read well and write accurately and at length. In the highest mathematics group, standards reached by Years 5 and 6 pupils are impressive. The work they produce in response to excellent teaching is more associated with pupils at least a year older. For example, they confidently carry out calculations involving the application of fractions, decimals and percentages and know how to convert one to another with ease.
- The school uses the pupil premium funding very well which results in no significant differences between the progress rates of pupils known to be eligible for free school meals and other pupils. By Year 6, they reach the same levels of attainment as those pupils not eligible for free school meals.
- As a group, pupils with special educational needs make good progress because the school provides well for them with extra support when appropriate. There is compelling evidence of their progress and personal successes. Skilled classroom assistants provide many of these pupils with bespoke support which underpins the reputation and success the school has in this area.
- Pupils' above average attainment by Year 6, coupled with their excellent attitudes to study, mean that they are prepared very well for their transfer to secondary school.

The quality of teaching is good

- The school's records show that teaching is usually at least good and occasionally outstanding, but that there are still instances of classroom practice requiring improvement. This closely matches inspection evidence and the good quality of teaching contributes well to pupils' effective education. Evidence from the joint observations of inspectors and managers indicates that the school's observations are rigorous in detail and accurate overall.
- Teachers demonstrate fully the qualities outlined in the national Teaching Standards. They have good subject knowledge and organise classroom activities well. Class management skills are excellent and pupils of all ages know that their teachers have very high expectations of good behaviour and work ethic. Well-managed classes mean that pupils settle well to enjoy the activities that their teachers and assistants plan for them.
- Where teaching is of the highest quality, pupils make very impressive gains in skills and understanding in a short time. In these lessons, teachers carefully plan work so that learning is based firmly on an excellent sequence of activities which promotes pupils' rapid progress and also very effectively challenges pupils. In the small number of lessons that require improvement,

pupils make slower progress than in other lessons. This is because the pace of learning is slower than in the good lessons where teachers plan to get pupils to do much more in the time available. In these lessons, pupils still remain interested and focused but too much time is spent listening to the teachers' explanations and questions rather than pupils having more active learning experiences.

- Teachers are effective in ensuring that pupils produce well-presented written work. They generally mark pupils' work well providing plenty of encouragement and detail on what they have done well and how they can make improvements. However, some written comments on younger pupils' work are too complicated and lengthy for the pupils to understand fully.

The behaviour and safety of pupils are outstanding

- Pupils display excellent attitudes in the classroom. They are very keen to learn and cooperate exceptionally well with their teachers and classroom assistants. Behaviour in the dining room, playground and when pupils are moving between activities is excellent. Evidence strongly suggests that pupils' behaviour observed during the inspection is typical of the school on a day-to-day basis. Racist incidents or bullying are rare. If they do occur, pupils confirm that they have every confidence in the way that members of staff would deal with them.
- Attendance is above average and persistent absence low because the school has very effective systems to ensure that pupils attend regularly. Excellent care and support ensure that each pupil is treated as an individual and supported effectively when appropriate. This means that when the school identifies potential barriers to learning, every effort is made to ensure that pupils benefit from extra help and thus increase in confidence. It is for this reason that the school has a good reputation for the way in which it is successful in assisting pupils with a wide variety of different special educational needs or disabilities.
- Pupils say that they feel perfectly safe in school and recognise that teachers and their assistants will go the extra mile to help them if it is necessary. Pupils fully understand how to keep safe and say that they have learnt thoroughly about a wide range of potential risks to their welfare.
- Pupils are proud of the way that they raise money for charity and very much value their links with schools and communities in other countries. They are eager to assist others when they have the opportunity. A good example is the very productive way in which Year 6 pupils help Reception class children with work on numbers.

The leadership and management are good

- The headteacher and the deputy headteacher lead the school well. Staff morale is excellent and everyone pulls together effectively to provide consistently good educational opportunities for the pupils.
- Since the previous inspection, the school has been very effective in ensuring that the most able pupils are highly challenged in mathematics. Middle leaders now have more responsibility and discharge it well. Hence, the school has good capacity to improve further.
- The school's procedures for gaining a clear picture of its performance are effective. Managers and members of the governing body have a very accurate view of the quality of teaching and the rate at which pupils are making progress. Tracking systems are excellent and enable members of staff to identify pupils who are not progressing well, and trigger effective extra help with reading and writing when required.
- The school's plans for improvement link well to the school's view of its own performance but many of the targets contained within it are quite difficult to measure. The plans seek to promote outstanding teaching and pupils' progress, but they do not contain the easily measurable numerical targets and timescales necessary to ensure that this happens.
- The management of teaching is good and continues to challenge teachers' classroom practice rigorously. Performance management arrangements are good and on the very rare occasions

that any weaker teaching is detected it is tackled quickly and robustly.

- Equality of opportunity has a very high profile and its success is reflected in the way that pupils supported by the pupil premium do as well as other pupils. It is also reflected in the good progress that pupils with special educational needs make both personally and academically.
- Safeguarding procedures meet all requirements.
- A good curriculum provides pupils with a wide range of experiences and enables them to make good progress from the Nursery class to Year 6. It promotes pupils' spiritual, moral, social and cultural development well. The success of this aspect of the school's work is reflected in excellent corridor displays, good quality work in art and the annual productions which develop pupils' confidence and self-esteem.
- Senior staff value the support provided by the local authority because it provides an alternative, rigorous and accurate appraisal of the school's performance.
- The school does its best to communicate with parents and involve them in activities. However, it is clear from Parent View that although the large majority of parents are happy about what the school provides, there is a group who are disenchanted. Evidence gathered by inspectors fully supports the positive views of the majority.
- **The governance of the school**
 - Governors are effective. They have an accurate picture of the school's strong features, particularly in relation to the progress being made by each year group, and provide good levels of challenge and support. The governing body has a clear understanding of the quality of teaching that the school provides and know where it is outstanding. Robust performance management procedures are effective in tackling any underperformance in teaching and ensure that salary progression and promotion are merited.

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	122269
Local authority	Northumberland
Inspection number	403485

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair	Ann Wheat
Headteacher	Gillian Tawse
Date of previous school inspection	25 September 2007
Telephone number	01670 739111
Fax number	01670 712857
Email address	admin@northburn.northumberland.sch.uk

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