

# Inspection of Emmaville Primary School

Main Street, Crawcrook, Ryton, Tyne and Wear NE40 4ND

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Inspection dates:	11 and 12 February 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since 15 October 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

This is a warm and welcoming school where every pupil is valued and feels safe. The school goes the extra mile to ensure that pupils feel cared for in every way. This is an inclusive school. The school works with parents and carers to meet pupils' needs. The school's motto of 'together we grow' spreads through all aspects of school life and is lived out by staff and pupils alike.

The school sets high expectations for what it wants pupils to accomplish. Many pupils achieve well. Pupils with special educational needs and/or disabilities (SEND) are supported to access the curriculum and are included in all aspects of school life. Pupils with SEND flourish here.

The school has high expectations of pupils' behaviour. Pupils behave well in both lessons and during social times. Pupils' positive attitudes reflect the school's code of 'be ready, be respectful, be safe'.

The relationships between staff and pupils are incredibly warm. Pupils trust the staff to look after them.

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

The school has developed an ambitious and broad curriculum for all. Pupils with SEND access this ambitious curriculum because teachers are skilled in supporting them. In most curriculum areas, the school has organised the knowledge and skills pupils will learn in a logical manner. This starts in the early years, where children learn in a purposeful learning environment with a focus on early language. This promotes their development and prepares them for Year 1. In many curriculum areas, the staff make effective checks on pupils' learning. They use this information to identify and address pupils' misconceptions. In some areas of the curriculum, these checks on pupils' learning are less effective. Where this is the case, work is not as well matched to what pupils know and they do not gain as much knowledge as they should.

The school has high expectations for all pupils. The needs of pupils with SEND are identified in a timely way. Staff are provided with clear and useful information about the individual needs of pupils with SEND. They use this information well to provide extra support for the pupils.

The school's reading curriculum is highly ambitious. Staff have the expertise required to teach reading effectively. Pupils develop into fluent and confident readers who show a love of reading. Those in the early stages of reading develop secure phonics knowledge. Consistent teaching of the well-established phonics programme means that pupils achieve well. This includes pupils with SEND, who benefit from precise guidance. Pupils with gaps in their phonics knowledge get effective support to catch up.

The school has set out clear expectations for pupils' behaviour and attitudes. Pupils are respectful of one another, listen and take turns. There are positive relationships between

adults and pupils. Pupils are attentive in class, have positive attitudes to learning and try their hardest. They strive to meet the school's expectations for behaviour and show empathy for the few pupils who might struggle to do so.

Pupils' personal development is at the forefront of the school's provision and daily life. They are taught a thoughtfully planned personal, social and health education programme. Pupils learn about equality and the protected characteristics. They understand that it is important to respect difference and treat others fairly. Pupils are confident that everyone is treated equally and is welcome in their school.

The school promotes British values in an age-appropriate way. Pupils enjoy opportunities to debate, and they appreciate that people can have different points of view. The school ensures pupils know how to stay safe online and how to stay physically and mentally well. Leaders take care to consider pupils' wider development. Pupils take on responsibilities, such as being an inclusion ambassador or a buddy to younger pupils. They contribute to the community by fundraising and visiting the local care home. In doing this, pupils extend the caring ethos of the school to the wider community. There are a wide range of clubs on offer, such as well-being, choir and photography clubs. The school has ensured that clubs cater to a wide range of interests, and they are well attended. Pupils learn about different jobs through enterprise work and parents coming into school.

Leaders and governors have a clear oversight and consistent vision for the school, which is focused on all pupils feeling cared for and safe and becoming life-long learners. This is described as 'the Emmaville way'. Governors know their roles and provide challenge and support. There is an ambition to ensure equality of opportunities and outcomes for all.

Staff appreciate the careful consideration given to their workload and well-being. There is a strong sense of team spirit. Staff are proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some wider curriculum areas, checks on pupils' learning are not used as effectively as in other areas of the curriculum. Where this is the case, the work pupils are set does not help them to build their learning as well as they should, as tasks do not take sufficient account of what they know and can do. The school should ensure that checks on pupils' learning are used well across all subjects to enable staff to set tasks that enable pupils to gain the knowledge they need.

## 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

<b>Unique reference number</b>	108339
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10346239
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	482
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	William Purvis
<b>Headteacher</b>	Avril Armstrong
<b>Website</b>	<a href="http://www.emmavilleprimary.org.uk/">www.emmavilleprimary.org.uk/</a>
<b>Date of previous inspection</b>	15 and 16 October 2014

## Information about this school

- Since the last inspection, the school has increased in size from one form entry to two form entry.
- The school has a provision for two-year-old children.
- The school has a wrap-around care provision managed by the governing body.
- The school uses no alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This is the first routine inspection received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of staff, local authority representatives and members of the governing body.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, geography and physical education. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- 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’ interest first.
- Inspectors considered the views of parents through the responses to Ofsted’s online questionnaire for parents, Ofsted Parent View.
- Inspectors considered the views of staff and pupils through meetings held with them and through their responses to Ofsted’s online surveys.

## Inspection team

Nichola Irving, lead inspector	Ofsted Inspector
Deb Ward	Ofsted Inspector
Alison Dickinson	Ofsted Inspector

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