

Inspection of Knop Law Primary School

Hillhead Parkway, Chapel House, Newcastle-upon-Tyne, Tyne and Wear NE5 1DS

Inspection dates:	18 and 19 March 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The co-headteachers of this school are Melissa Charlton and Rachelle Grundy. This school is part of ONE (Owl North East) Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Julie Stuart, and overseen by a board of trustees, chaired by Helen Linda Richardson.

Ofsted has not previously inspected Knop Law Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Knop Law Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Knop Law Primary School is warm and welcoming. Pupils are proud to be a part of this school. The school values and the 'KNOplets' characters are important to pupils. These help them to develop resilience and confidence. The school celebrates pupils' unique contribution to the school community. The 'going for gold' awards celebrated in red carpet ceremonies motivate pupils to do their best.

The school is aspirational for all pupils. The curriculum is ambitious and engaging. Pupils are enthusiastic about their learning. Pupils' knowledge and interests in wider curriculum subjects is deepened through the non-fiction texts they read and discuss during daily reading lessons. Most pupils achieve well.

Pupils move around school in a calm and purposeful way. They are polite to staff and visitors. Pupils understand that asking for help and making mistakes are part of their learning journey.

The school's personal development offer is exceptional. The school prioritises pupils' character development and individual growth. Pupils benefit from the breadth of opportunities to develop their civic responsibility and their understanding of equalities.

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

The school has introduced a curriculum that excites pupils about learning. The curriculum design helps pupils think about their learning outside of lesson time. Staff have the expertise to deliver the aspirational curriculum.

Pupils have regular opportunities to reflect on their learning. They enjoy discussing their ideas and learning with their peers. For example, they enjoy sharing their knowledge of the video production skills learned in their computing curriculum. The school has identified the knowledge pupils need to know and remember to be successful in their next stage of learning. However, in some subjects, the school does not consistently check whether pupils have learned and remembered what they have been taught or whether they have any misconceptions. As a result, occasional gaps in some pupils' understanding are not addressed.

The school understand the needs of pupils with special educational needs and/or disabilities (SEND) well. They are well involved in the life of the school. Pupils benefit from the adaptations to the curriculum delivery. This helps to develop their independence. Training and development across the trust has strengthened staff expertise. This has improved the support for pupils with SEND.

Reading is a priority across school. Children learn to read as soon as they start Reception. Staff are well trained to support with this. This contributes to how quickly children learn to read. Children that need extra help learning to read receive timely and effective support. The school are trialling new ways to help older pupils that need additional reading

support. Older pupils benefit from the school's approach to teaching them how to analyse and evaluate texts.

Children in the early years know the routines and expectations of the school day. The relationships between staff and children are lovely. Children are happy and confident. Staff quickly identify the support children need. The school has considered what children need to know to be well prepared for Year 1. However, children do not have enough opportunities to independently apply new knowledge and skills. The resources and environment do not provide enough opportunity for children to explore and play together without adult support. This means that some children do not learn the knowledge they need to be ready for key stage 1. The school has begun to address this.

Relationships between staff and pupils are delightful. The school has high expectations of pupils' behaviour. The school's systems to support good behaviour are effective. Pupils are encouraged to reflect on their feelings and actions. Pupils respond well to cues from staff and any reminders for good conduct.

The exceptional approach to pupils' character development, means pupils are acutely aware of their unique abilities. The school provides pupils with a variety of clubs, competitions, residential trips and leadership opportunities. The school listens to pupils' interests and provides lunchtime master classes, that culminate in educational visits. These deepen pupils' talents and broaden their view of the world. Pupils develop a genuine commitment to becoming leading citizens of the future.

The newly formed leadership team is reflective and committed to providing pupils with a high-quality, all-round education. Those responsible for governance know the school well. They maintain an accurate picture. The staff feel well supported by the senior leadership team. Their well-being and workload are well considered. They are proud to work in 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 subjects, the school does not consistently check how well pupils learn the intended curriculum. This means that some pupils do not receive support to address any gaps in their understanding. The school should ensure that staff check to make sure that pupils learn and remember the intended curriculum.
- The school has not ensured that the early years environment provides children with enough opportunities to secure and apply their learning. As a result, children are over reliant on adult-led activities and do not have enough opportunities to develop their understanding, independence and resilience. The school should ensure that children

benefit from an engaging and supportive learning environment that supports their academic and wider development.

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	150327
Local authority	Newcastle upon Tyne
Inspection number	10346832
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	Board of trustees
Chair of trust	Helen Linda Richardson
CEO of the trust	Julie Stuart
Co-Headteachers	Melissa Charlton and Rachelle Grundy
Website	www.knoplaw.newcastle.sch.uk
Dates of previous inspection	Not previously inspected

Information about this school

- Knop Law Primary School converted to become an academy in January 2024. When its predecessor school, Knop Law Primary School, was last inspected by Ofsted in November 2013, it was judged to be outstanding for overall effectiveness.
- There are co-headteachers in this school. This means the role is shared by two headteachers.
- The school is part of ONE (Owl North East) Trust.
- The school does not use alternative provision for its pupils.

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 was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including representatives from the board of trustees and members of the academy council.
- Inspectors carried out deep dives in early reading, mathematics, geography and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils from different year groups reading to a familiar adult.
- 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.
- Inspectors met the special educational needs and disabilities coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors considered the responses to Ofsted's pupil survey, and staff survey. They also considered responses to Ofsted Parent View, including any free-text comments.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Jo Heaton

Ofsted Inspector

Chris Baines

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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