

Blyth New Delaval Primary School

Inspection report

Unique Reference Number	122258
Local Authority	Northumberland
Inspection number	359204
Inspection dates	8–9 February 2011
Reporting inspector	Carol Gater

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	198
Appropriate authority	The governing body
Chair	Mrs Ann Douglas
Headteacher	Mrs Deborah Worrall
Date of previous school inspection	1 November 2007
School address	Delaval Gardens New Delaval, Blyth Northumberland NE24 4DA
Telephone number	01670 353255
Fax number	01670 353255
Email address	2407admin@northumberland.gov.uk

Age group	3–11
Inspection dates	8–9 February 2011
Inspection number	359204

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed eight teachers. They held discussions with the governing body, staff, pupils and parents. They looked at a range of policies and documentation, including safeguarding, planning, assessment data, monitoring records and pupils' work. They also analysed 18 questionnaires from parents and carers as well as those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and learning and its effectiveness in accelerating progress for all groups of pupils.
- The extent to which the curriculum enriches pupils' personal development and the impact that support programmes have on pupils' progress.
- The effect of actions taken by the leadership team to raise attainment.

Information about the school

Since the time of the previous inspection, the school has changed its status. Under Northumberland County Council's reorganisation of educational provision, it opened as a primary school in September 2009 in a new building on the original site. As such, the number of pupils on roll has increased and also a number of pupils have joined the school since that date.

The school is smaller than the average-sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of those who have special educational needs and/or disabilities is well above that usually found.

The school has gained the Healthy School, International and Eco-School awards, as well as numerous achievements in sporting activities.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

At the heart of this good school is the highly-effective care it provides for pupils and their families. The headteacher, staff and governing body have a shared commitment to provide a safe learning environment that supports the best personal and academic outcomes for all pupils. Tolerance and respect for individuals are promoted well and, as a result, pupils' behaviour is outstanding. Parents and carers acknowledge that the school keeps their children safe and typical comments are that staff at New Delaval Primary School 'make each day worthwhile' and that 'pupils are a credit to the school and the outside community'.

During a period of change and staffing instability, the headteacher has been very ably supported by the new deputy headteacher. A lead practitioner in assessment, he has established a comprehensive system that tracks pupils' progress and identifies areas for development. This has improved monitoring procedures and has had a positive impact on improving provision and accelerating progress, particularly in reading and mathematics. More pupils are now working at the higher levels and predictions for the school's first Year 6 exceed challenging targets. Attainment in writing is lower and the school has identified it as a priority. Opportunities for pupils to practise their writing skills in other subjects are limited.

Pupils enjoy learning because of good teaching and a stimulating curriculum that is responsive to their needs. They make good progress from very low starting points. Targeted support programmes by well-trained staff ensure that those pupils with special educational needs and/or disabilities make equally good progress. Good relationships between pupils and teachers, clear instructions and established routines allow pupils to settle quickly to their work. Skilful teaching presents pupils with activities that challenge all levels of ability. In a few lessons where tasks are not sufficiently well-matched to individuals' needs, progress slows. Marking of work is thorough and tells pupils what they have done well. However, it does not always give specific information to help pupils know what they need to do to improve.

Pupils have a good awareness of how to keep fit and healthy and how to work together for the good of the school and community. They are proud to take on roles of responsibility such as buddies, school councillors, junior sports leaders and house captains.

Attendance has rapidly improved because of the good communication between the inclusion mentor and parents and carers. Accurate self-evaluation is undertaken by all leaders and the governing body. Issues from the previous inspection have been addressed and current data shows that initiatives to accelerate progress have been successful. This demonstrates good capacity for further improvement and good value for money.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- Further accelerate progress and raise attainment, particularly in writing, across all key stages by:
 - ensuring that teaching is consistently good or better in that assessment information is used effectively to match activities to pupils' needs
 - using marking more effectively to help pupils know exactly what to do to improve their work
 - planning more opportunities for pupils to practise their skills in extended pieces of writing in other subjects

Outcomes for individuals and groups of pupils

2

Pupils respond well to teachers' high expectations and enjoy their work. Their excellent behaviour contributes to their good attitudes to learning and they work cooperatively with each other. They have good skills in information communication technology (ICT) and leaflets, produced in a literacy lesson, show how older pupils can competently use these to enhance their writing.

Pupils enter school with skills that are typically well below those expected for their age. They make good progress to attain standards that are broadly average when they leave school. Work in books and current assessment information verify the good progress that all groups are making, particularly those with special educational needs and/or disabilities. A tight focus on tracking the progress of individuals and groups is ensuring that this improvement is sustained.

Pupils show care and respect for each other and are proud of their new school. They say they feel extremely safe and are confident that adults in the school will sort out any problems they have. They are well aware of how to stay fit and healthy; members of the 'Garden Gang' are keen to use produce from the school's allotment and the School Nutrition Action Group is proactive in monitoring school lunches. Pupils are keen to take on roles of responsibility such as buddies, school councillors and sports leaders. They support a range of local and international charities. During an assembly, for example, Year 5 and Year 6 pupils proudly handed over a cheque for money they had raised to help fund the purchase of a community mini-bus. They have a good understanding of different faiths and cultures. Pupils have many opportunities to develop their enterprise skills. They develop confidence in speaking and listening, work well in teams and have good skills in the use of ICT. All these prepare them well for the future.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils say that their lessons are 'fun'. Teachers captivate pupils' interest with effective use of the interactive whiteboard. Challenging questions are used to extend thinking and to prompt pupils to explain their reasoning. Pupils are involved in assessing their own learning. There is a positive climate in which teachers' constructive praise raises self-esteem. Misconceptions are sensitively handled and pupils learn that 'it's alright to be stuck'. Teaching assistants skilfully employ a range of intervention strategies in and out of class. This has led to pupils with special educational needs and/or disabilities making good progress. Assessment information is generally used well to plan appropriate activities to challenge all pupils. In a few lessons tasks are not well-matched and progress slows. Marking is thorough but does not always give key prompts for improvement.

The curriculum makes a good contribution to pupils' personal and academic development. A typical pupil comment is, 'You get a good education here'. The sports partnership and links with the community enrich provision. Extra-curricular activities, such as dance club, are well-attended. Visits and visitors are planned into topics and make learning more exciting and relevant. A key driver in raising standards has been the way support programmes have been linked to key priorities. For example, there has been a successful whole-school initiative to improve reading. Other programmes are carefully programmed to support the academic and emotional needs of vulnerable pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Staff have very good knowledge of individual pupils' needs and the early identification of any barriers to learning results in quick action. Communication with parents and carers and effective liaison with a wide range of agencies ensure that care and support are of a very high standard. The school ensures that all pupils start the day with breakfast; toast is available during an early registration period. There are also very good procedures in place to support pupils as they move from class to class and to their next stage of education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The new leadership team and the governing body are passionate in their drive for continued school improvement. The governing body has been instrumental in making key appointments of teachers with specific expertise to lead this improvement in the new school. The deputy headteacher and the subject leader for mathematics have organised professional development for all staff and provided workshops and guidance for parents and carers. An increased focus on key priorities, rigorous tracking of pupils' progress and a comprehensive monitoring programme has brought about rapid improvements. The headteacher effectively deploys staff to provide the best outcomes for pupils, particularly for those with special educational needs and/or disabilities.

The governing body is very effective in ensuring that all safeguarding procedures are robust. The leadership team has a clear commitment to promote equal opportunities and to ensure that all pupils have the same entitlement to make good progress. The school is proud of its inclusive nature and its commitment to raise pupils' aspirations. The school's contribution to community cohesion is strong and there are well-developed links with the local community. The leadership team and governors have conducted an audit and have a detailed action plan in place to further improve pupils' awareness of cultural diversity.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery class with skills that are well below those typical for their age, particularly in speech and language, calculation, and social and emotional development. Because the overall quality of teaching is good, they make good progress, particularly so in the Reception class. However, at the start of Year 1, children's skills are often still below average.

Teachers and support staff have high expectations and children settle quickly into established routines. Access to healthy snacks and drinking water and the visual reminders about class routines help very young children to have a good understanding of staying healthy and safe. Care and support for those children who are vulnerable are excellent. A class assembly in Reception provided an opportunity for the children to think about how they could help someone new to the school. Children's replies included 'Be friends and not let them down' and 'Don't hurt other people's feelings'. There is a good balance between adult-led activities and those which children confidently choose for themselves. There is an appropriate focus on language development and adults use questioning well to extend children's thinking and their acquisition of vocabulary. Children clearly enjoy their time at school and are eager to share their work with visitors. There are opportunities for outdoor learning but these are still being developed as part of the new building.

Leadership of the Early Years Foundation Stage is good. Planning is based on detailed observations and assessment as well as taking account of children's interests. Attention to safeguarding is good and all welfare requirements are met. Professional development for team members is kept up-to-date. There are clear actions in place to improve the consistency of provision throughout the key stage, including the use of the outdoor space. Communication with parents and carers is good and there are opportunities planned for them to contribute to their children's learning journals.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very small minority of parents and carers responded to the questionnaires but those who did are overwhelmingly supportive of the way in which the school keeps their children safe and deals effectively with any unacceptable behaviour. They feel that the teaching is good and that the school helps them to support their children's learning. Discussions with parents and carers during the inspection endorsed these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Blyth New Delaval Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 18 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	7	39	10	56	1	6	0	0
The school keeps my child safe	14	78	4	22	0	0	0	0
My school informs me about my child's progress	8	44	8	44	1	6	1	6
My child is making enough progress at this school	6	33	11	61	0	0	1	6
The teaching is good at this school	11	61	7	39	0	0	0	0
The school helps me to support my child's learning	7	39	11	61	0	0	0	0
The school helps my child to have a healthy lifestyle	6	33	12	67	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	6	33	10	56	1	6	0	0
The school meets my child's particular needs	8	44	10	56	0	0	0	0
The school deals effectively with unacceptable behaviour	5	28	12	67	0	0	0	0
The school takes account of my suggestions and concerns	8	44	10	56	0	0	0	0
The school is led and managed effectively	10	56	7	39	1	6	0	0
Overall, I am happy with my child's experience at this school	12	67	5	28	0	0	1	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10th February 2011

Dear Pupils

Inspection of Blyth New Delaval Primary School, Blyth, NE24 4DA

Thank you very much for making us so welcome when we visited your school. We very much enjoyed talking to you and appreciated all the information you offered us.

You go to a good school and your teachers make sure that you are extremely well cared for and supported in your learning. You obviously feel very safe because of this. We were very impressed by your outstanding behaviour in lessons and around school.

You enjoy lessons and say that teachers make them 'fun'. You work hard and make good progress. Your understanding of keeping fit and healthy is good and you obviously enjoy the many activities your school provides. You are fortunate to have such good lunches and be served as if you are in a restaurant! You are very caring towards others and raise money for worthwhile causes, especially the mini-bus for your community. Even the very young children in your school know how to help others.

We have asked your school to improve even more by:

- helping you to reach higher standards, particularly in your writing, by the time you leave school
- making sure that marking clearly tells you what to do to improve
- giving you more opportunities to practise and extend your writing in other subjects

All of you can help by continuing to work hard and following the advice your teachers give to improve your writing.

We wish you every success for the future.

Yours sincerely

Mrs Carol Gater

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.