

Delves Junior School

Inspection report

| | |
|--------------------------------|--------------------|
| Unique reference number | 104170 |
| Local authority | Walsall |
| Inspection number | 377024 |
| Inspection dates | 24–25 January 2012 |
| Lead inspector | Mary Davis |

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

| | |
|--|---------------------------------|
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 358 |
| Appropriate authority | The governing body |
| Chair | Mark Pulford |
| Headteacher | Victoria Russell |
| Date of previous school inspection | 6 July 2009 |
| School address | Bell Lane Walsall WS5 4PU |
| Telephone number | 01922 721112 |
| Fax number | 01922 722938 |
| Email address | postbox@delves-j.walsall.sch.uk |



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Mary Davis Additional inspector

Sandra Woodman Additional inspector

Simon Blackburn Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 17 lessons taught by 15 teachers and spent eight hours in classrooms. They held meetings with groups of pupils, members of the governing body, staff and groups of parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at: policies; development planning; data related to the tracking of pupils' progress; senior leaders' monitoring of teaching and learning; safeguarding documents; pupils' work; and 178 questionnaires from parents and carers, together with those from pupils and staff.

Information about the school

Delves Junior is larger than the average-sized junior school. The proportion of pupils from minority ethnic heritages is twice the national average and approximately half the pupils speak English as an additional language. The proportion of disabled pupils and those with special educational needs is below that found nationally. An average proportion of pupils are known to be eligible for free school meals. The school meets the current government floor standards, [which set the minimum expectations for pupils' attainment and progress](#) .

The school holds a number of awards including National Healthy Schools status, the Basic Skills Quality Mark and Investors in People. Since its previous inspection, it has received a monitoring visit by an Ofsted inspector.

The school's partner infant school shares the same site. The school is housed in an open-plan building designed to accommodate a two-form entry. As it is currently three-form entry, the school is now very overcrowded. Over recent years the school has faced considerable challenges due to unavoidable staff absences.

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 | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key findings

- Delves Junior is a satisfactory school. Since its previous inspection, much of its work has improved.
- Pupils are now beginning to make good progress and achievement in mathematics is rising, to meet that in English, as a result of well-focused strategies employed by leaders. Pupils told inspectors how much they now enjoy this subject.
- Pupils’ accelerating progress is due largely to improvements in teaching; despite the challenges posed by unavoidable staff absences, teaching is now good with no inadequate practice. Some inconsistency however, remains because teachers’ expectations of pupils are occasionally not high enough.
- Although the constraints of the open-plan building limit opportunities for active learning, teachers provide an interesting variety of tasks which engage pupils well in their learning.
- Pupils behave well and concentrate well in lessons, despite the unavoidable noise coming from other classes that are working in close proximity. They say that the school keeps them safe and that they are well supported by their peers in the ‘safety patrol’ and by adults. They have a good understanding of how to keep themselves safe.
- Leaders and managers at all levels have been rigorous in their drive to raise the achievement of all groups of pupils. Tracking systems are robust and the school is quick to address underachievement. Teaching is monitored effectively.
- The curriculum provides well for the development of pupils’ spiritual, moral, social and cultural education. Although opportunities to develop writing across subjects are well-embedded, leaders recognise that the provision of similar opportunities to apply mathematical skills across the curriculum is less well developed.

Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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?

- Raise achievement by:
 - eliminating any remaining inconsistencies in teaching, by ensuring that all teachers have sufficiently high expectations of pupils' application of skills
 - minimising the effects of overcrowding in the school by providing opportunities for pupils to learn actively and work outside.
- Systematically extend curriculum opportunities, already well established in literacy, to enable pupils to apply mathematical skills across subjects.

Main report

Achievement of pupils

Pupils enter the school with levels of attainment that are broadly in line with national expectations and typically make satisfactory progress to reach average standards. In 2011, attainment and progress at the end of Year 6 fell from previous levels and, in mathematics, were below average. This was partly as a consequence of considerable staffing disruption for this year group. Leaders have rigorously addressed this underperformance by employing a variety of well-focused strategies, including the introduction of a new mathematics scheme. This provides exciting activities for pupils, including a weekly assessment against the clock, which is greatly enjoyed by pupils and enables them to track their own progress. They have also effectively addressed the underachievement of identified groups of pupils, including boys and those with special educational needs by, for example, providing an extra set in Year 6 to enable smaller group sizes and providing close support for focus groups during lessons. This has resulted in a significant rise in achievement for all groups of pupils since the start of the academic year. Lesson observations during the inspection confirmed that learning and progress are now good across the school. However, it is too early for these improvements to achievement to have become fully established and reflected in national published data.

Pupils are keen to learn and proud of their achievements. They enjoy the opportunity to work in pairs and in teams and support each other in their learning. Leaders' effective tracking of progress and rigorous analysis of the performance of different groups of pupils show that the current Year 6 are on track to meet their challenging targets and that a significant proportion have already done so, particularly in English. Current attainment in reading, which has previously been average, is on track to be above average by the time pupils leave. The progress made by disabled pupils and those with special educational needs is good, as a result of the high level of extra support provided by both teachers and teaching assistants. Pupils who speak English as an additional language consistently make equal progress to that of their peers.

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

The overwhelming opinion expressed by parents and carers is that their children make good progress at the school and inspection evidence supports this view.

Quality of teaching

Warm relationships are evident throughout the school between adults and pupils. As a result, pupils are keen to do their best and are enthusiastic about their learning. Parents and carers express very positive views about the quality of teaching and say that teachers are always willing to talk to them about their child's progress. Teachers have good subject knowledge and consistently plan work that is tailored to individual pupils' ability levels. The curriculum provision for literacy and numeracy supports this by enabling pupils to be taught in ability groups and in small groups in Year 6. Additional adults, particularly those who support lower ability classes, are extremely effective in supporting their focus groups and promoting learning, by providing encouragement, skilful questioning and clear explanations to boost confidence. Assessment and target setting are used particularly well so that pupils know what they need to do to improve. The marking of pupils' work also consistently provides advice about next steps in learning and pupils are given frequent opportunities to assess their own progress and that of others.

Teachers try hard to provide an adequate variety of fun tasks to engage pupils' interest. For example, in a numeracy lesson, one class worked in teams, competing to be the first to give the correct answer using multiples of seven, gaining extra points for their team if it was an identified difficult multiplication. In another lesson, pupils broke up their learning activities with a short 'brain gym' session which enabled them to stretch their muscles before starting the next activity. Nevertheless, opportunities are missed to enable pupils to carry out some lesson tasks outside in natural light and fresh air to balance their cramped classroom activities. Most teachers promote social skills by providing opportunities for pupils to work in pairs or teams and support their spiritual, moral and cultural development through appreciating art and music and discussing moral issues. However, opportunities to promote learning through extended questioning and discussion are sometimes hampered by the close proximity of other classes, so that pupils cannot always hear each other's answers. Although laptop computers are available when required, the lack of space also inhibits the instant use of information and communication technology for research or small group work. Teachers are skilled at promoting skills, knowledge and understanding, based on their assessment of pupils' work and make every effort to build on those already established. In the small minority of lessons observed that were no better than satisfactory, teachers spent too much time introducing new skills and did not have high enough expectations of what pupils were able to produce in response.

Behaviour and safety of pupils

Pupils' behaviour in lessons is typically good and sometimes outstanding. They are quick to respond to teachers' instructions and understand and appreciate the consistent behaviour management techniques which teachers employ. Lessons run

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

smoothly and pupils say that disruption is extremely rare. The school has a calm and productive atmosphere and pupils show respect for each other and for adults. Pupils who act as 'safety patrol' take their roles very seriously and provide advice, friendship and support for their peers. Pupils speak highly of this support and that of the learning mentor who they say they can always turn to if they have a problem. They say that any form of bullying or racist behaviour is rare and is always dealt with quickly and effectively so that they feel safe and well cared for. Pupils have a good awareness of how to keep themselves safe, including when using the internet and with regard to road safety. Almost all parents and carers express their confidence that the school keeps their child safe. One commented, 'The school has strong opinions about behaviour and would not tolerate bullying.' Good partnerships with other local schools have resulted in a concerted approach to improving attendance, contributing to a significant rise in attendance rates over the past year to average levels.

Leadership and management

Leaders at all levels, including the governing body, share the drive and ambition of the headteacher to raise achievement to ensure that all pupils are able to reach their potential. Effective self-evaluation and action planning, leading to a range of well-focused strategies, have effectively addressed the development areas identified by the previous inspection and the underperformance in 2011. The school shows a strong capacity to sustain these improvements and develop further, as demonstrated by the recent improvements seen in achievement, teaching and attendance. Leaders have been rigorous in analysing previous performance and in evaluating the impact of intervention strategies on raising achievement. Unflinching evaluations of teaching have led to the provision of training activities that have been tailored to whole-school and individual needs. As a result, much effective practice was observed during the inspection. Leaders and managers at all levels ensure that assessment procedures are accurate and that there is effective analysis of the progress of different groups of pupils to ensure equal opportunity. There is no discrimination against any individual or group.

Safeguarding procedures and the care of pupils are exceptionally thorough. The school provides excellent support for pupils and their families who may be facing challenging circumstances and for the families of pupils who are at an early stage of learning English. Parents and carers are involved well in the work of the school and expressed their appreciation of the feedback provided for them, enabling them to support their child's learning. There was a large response to the questionnaire sent out prior to the inspection and the vast majority of parents and carers expressed positive views about every aspect of the school's work.

The curriculum includes good strategies to engage boys' interest and to promote good behaviour. It provides well for the promotion of pupils' spiritual, moral, social and cultural development as demonstrated by pupils' good understanding of right and wrong and high expectations of each other's standards of behaviour. Pupils show understanding and respect for those from different backgrounds and beliefs to their

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

own and are excited to learn about different countries and cultures. The school is a harmonious community. Music is a strong feature of the curriculum, and all pupils are offered instrumental tuition from Year 4 onwards. The curriculum is well adjusted to meet pupils' individual needs, for example, providing opportunities in small tuition groups for some pupils when this may be beneficial in supporting their learning. Leaders have identified the need to extend the successful strategies to engage boys in literacy across the curriculum, by providing similar opportunities for pupils to actively use and apply their skills in numeracy.

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 | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



26 January 2012

Dear Pupils

Inspection of Delves Junior School, Bell lane, Walsall WS5 4PU

Thank you very much for the welcome you gave us when we visited your school for its recent inspection. We enjoyed talking with you and seeing all that you do.

You go to a satisfactory school. Your achievement is average but you are now making good progress from your starting points and your attainment is broadly in line with pupils nationally by the time you reach Year 6. This has not been the case recently; attainment in mathematics has been lower than the national average. Leaders have taken action to address this and you told us how much you now enjoy your mathematics lessons. Most teaching is good, but we have asked your school to ensure that you always experience teaching of the highest quality. Your teachers provide interesting tasks and you told us how much you enjoy your learning. We were concerned however, that the lack of space in your classrooms limits the type of activities you can do, so we have asked the school to provide more opportunities where you can work outside in the fresh air. We have also asked teachers to give you more time in lessons to practise new skills. Teachers provide you with clear advice about how to improve and you told us that you understand your targets and how to reach them. You behave well and are confident that the school will keep you safe, and you know how to keep yourselves safe. You told us how well teachers care for you. Your attendance is improving and is now average.

We have judged the leaders of your school to be good because of the way in which they promote your achievement and care for you. The curriculum you follow enables you to show respect for those from cultures and beliefs different to your own. We have asked leaders to provide more opportunities for you to practise your numeracy skills in other subjects. They are working hard to make sure you continue to learn well and develop well as young people. You can help them by attending regularly and continuing to work hard. I wish you every success for the future.

Yours sincerely

Mary Davis
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.**