School report

New Delaval Primary School

Delaval Gardens, New Delaval, Blyth, Northumberland, NE24 4DA

Inspection dates	9–10 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	**Good**	**2**
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, ably supported by senior leaders, has skilfully guided the school through a period of staffing turbulence to ensure continued improvements in the quality of teaching and pupils' achievement.
- Pupils' good and sometimes excellent behaviour in lessons and around the school makes this a warm and welcoming place where everyone is able to learn. Pupils say that the hard work of the staff makes them feel very safe.
- Teaching is good and occasionally outstanding. Teachers plan lessons that interest pupils and makes them want to learn.
- Children get off to a good start in the early years and make good progress so that an increasing proportion are ready for learning in Year 1.
- Pupils of all abilities make good progress and achieve well. This is particularly true for the most able, those with special educational needs and disadvantaged pupils. Standards are rising because pupils are given good support to succeed.
- Governors are well informed about teaching and learning in the school and pupils' achievement. They are fully committed to getting the best for every pupil.
- The curriculum is well planned. It gives pupils opportunities to study things that interest them and a good idea of their local heritage. It ensures that their spiritual, moral, social and cultural development is good and that they develop a clear understanding of the nature of modern Britain, as well as traditional British values.

It is not yet an outstanding school because

- The roles of middle leaders have changed significantly. They do not yet have the skills to accurately identify priorities for development in their subjects.
- Not all teachers plan learning that is hard enough for all pupils.
- Some teachers' expectations of what pupils could achieve are not high enough.

Information about this inspection

- Inspectors observed lessons or part lessons, one of which was observed jointly with the headteacher and one with the deputy headteacher. Inspectors also observed support sessions for small groups of pupils.
- Discussions were held with members of the governing body, senior and middle leaders including the special educational needs coordinator, and a representative of the local authority.
- The inspectors observed the school at work and looked at a range of documentation, including that relating to the school's safeguarding policies and procedures, information about pupils' progress and attainment, the school's self-evaluation of its performance and the school development plan.
- Inspectors examined pupils' work in their books and on display. They listened to pupils read in Year 2 and Year 6. They spoke to members of the school council and pupils from Years 5 and 6, and talked informally with pupils at break and lunchtimes.
- There were insufficient responses to the on-line questionnaire (Parent View) for the results to be published. However, inspectors took account of results from the school's own recent survey of parents' views. They also took account of nine questionnaires completed by the staff.

Inspection team

Peter Evea, Lead inspector	Additional Inspector
Julie Deville	Additional Inspector

Full report

Information about this school

- This is a slightly smaller-than-average primary school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is approximately twice the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals or cared for by the local authority.
- The proportion of disabled pupils and those with special educational needs is average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' achievement in English and mathematics at the end of Year 6.
- Almost all the pupils are of White British heritage.
- Children in the Nursery class attend the early years provision part time and those in the Reception class attend full time.
- A number of pupils join or leave the school at times other than the normal starting and leaving points.
- There has been a significant change in staffing since the last inspection and a period of turbulence caused by several long-term illnesses of staff.
- The school has formed effective partnerships with other schools, and a national leader of education.

What does the school need to do to improve further?

- Develop the skills of middle leaders further in using information about their subjects to accurately identify priorities for improvement.

- Improve teaching and so raise achievement further, especially in Years 1 to 3, by:
  - making sure that the work planned for pupils to do is always hard enough for them
  - ensuring that all teachers have the same high expectations of what pupils can achieve.

Inspection judgements

The leadership and management are good

- The headteacher, ably supported by the senior leaders, has carefully guided the school through a period of significant staffing changes and several long-term illnesses of staff to ensure that the quality of teaching and pupils' achievement have continued to improve.
- Rigorous systems to track pupils' performance have been introduced by the senior leadership team. These are well understood and used by staff to set pupils' progress targets. Occasionally, teachers do not make full use of this information to spot where the progress of some classes is not as rapid as it might be. Providing equal opportunities is central to the school's ethos and every effort is made to allow all groups of pupils to do their best.
- The roles of middle leaders have changed significantly since the last inspection. While they have embraced the increased challenge of their roles enthusiastically and their skills are beginning to develop, they are not yet skilled enough at using all the information at their disposal to accurately identify priorities for developments in their subjects.
- Systems for the management of teachers' performance are robust. The school regularly shares the best practice evident in the school and provides training regularly to support the school's priorities. There is a clear link between teachers' performance and their salary progression.
- The well-planned curriculum captures the interest of the pupils and helps them to develop a genuine enjoyment of learning. It is well structured to give pupils ample opportunities to explore differences and similarities in various cultures and to give them a sound understanding of the diversity of modern British society and its values. The curriculum prepares pupils well for the future with good basic skills.
- The school uses the primary school sport funding well to promote active lifestyles and physical well-being. Expertise is shared and developed through a local partnership which also fosters inter-school competitive sport. Taster sessions, a wide range of after-school clubs and coaching for teachers all contribute to the constantly growing involvement of pupils in physical activities. A significant number of pupils are becoming increasingly involved in taking part and organising cycling activities.
- Leaders use the pupil premium funding well. Extra help is provided for those who need it through small-group and one-to-one support both in class and out of class. Some of the support is provided by skilled teaching assistants and some is by additional teachers tasked specifically with helping eligible pupils to achieve more.
- The local authority has made a much-appreciated contribution to the development of the school, particularly through the support it has provided to middle leaders and the further development of the early years provision.
- **The governance of the school:**
  - Governors are well informed about the school's performance; they understand performance data relating to the quality of teaching and how the pupil premium funding has been used to ensure that the progress and attainment of eligible pupils are similar to, and sometimes better than, those of others in the school. Governors have supported the improvements to teaching by holding teachers to account for the progress their pupils make and only reward teachers who meet their performance management targets. Governors have been involved in adapting the curriculum and fully support the drive to instil British values. Finances are well managed so that there are good levels of staffing and resources to support pupils' learning. Governors plan to meet the school's future needs and are exploring the possibilities of providing provision for two-year-olds.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In class, pupils choose to behave very well; in assemblies and when moving around the school, it is often of a very high order. Pupils are polite and considerate towards visitors and their warm and welcoming behaviour, as well as their smart uniform, shows the pride they take in meeting the school's high expectations of them. School's records show that there have been no exclusions in the last three years and that good behaviour is typical over time.
- Pupils' very good attitudes to learning ensure that lessons get off to a prompt start and proceed smoothly. Time is well used for learning because pupils move from one activity to another without any fuss. Pupils know and follow the well-established classroom routines and teachers prepare them well for their learning. Occasionally, when the work is too easy, some pupils become distracted and lose interest for a while.

However, they do not interfere with the learning of others.

- Pupils play a part in the smooth running of the school. They have important jobs such as house and sports' captains, play leaders and members of the active school council. Older pupils provide very good role models for younger pupils.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are taught effectively to assess risks to their well-being, particularly when cycling and when using the internet, and they know how to keep themselves safe.
- Pupils understand what bullying is and the different forms it can take. They are sure that it does not happen very often and that if it did, it would be dealt with swiftly.
- Staff know pupils very well and are alert to any changes that may affect their well-being or performance in class. Excellent care creates a happy, secure school where every pupil feels valued. Pupils whose circumstances may make them vulnerable are very well supported to work alongside and achieve as well as their peers.
- Pupils say they feel very safe in school and parents agree that their children are safe, secure and well cared for in school.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection because senior leaders have been rigorous in monitoring it, and have provided training to extend the skills of teachers and teaching assistants.
- In the early years and in Years 4 to 6, teachers use their detailed knowledge of pupils' previous learning to plan activities that allow pupils of all abilities to work at a good rate and make very good progress. In Years 1 to 3, this information is not used as effectively and the work planned is sometimes too easy for some pupils. In these same years, teachers' expectations of what pupils can achieve are not high enough; as a result, pupils do not always make as much progress as they might.
- Pupils make good progress in developing their writing skills. They make good use of opportunities to write at increasing length, varying their style to suit differences and audiences, and with greater accuracy as they move through the school. In a Year 5 lesson, pupils enthusiastically explored the use of similes and metaphors to describe a highwayman who then appeared in full costume, much to the delight of the pupils.
- Pupils develop their reading skills throughout the school. They now get off to a good start and their skills increase so that they become confident readers. The school has used a wide range of initiatives to help pupils develop a love of reading and to assist parents in supporting their children's reading at home. Year 6 pupils were tasked with auditing the school library stock, surveying pupils' reading preferences and making recommendations to senior staff about what books to buy.
- Mathematics is taught effectively. Pupils' skills are built on a firm foundation which is laid in the early years. They are given ample opportunities to use these skills in their mathematics lessons and while studying other subjects, for example when drawing accurate graphs to represent information gathered during a visit to Rothbury.
- Pupils' work is marked regularly and there is a consistent use of a whole-school system for informing pupils about what they have done well and what they need to do next. Pupils routinely respond to these prompts and their work improves as a result. Pupils become increasingly accurate in judging their own work and that of others, and so work is often improved before it is finally marked.
- Teaching assistants make a significant contribution to pupils' learning, both in class and in individual and small-group support. They know individual pupils well, and have an accurate picture of their needs and how to help them to perform as well as they can.

The achievement of pupils is good

- The performance of Year 2 and Year 6 pupils in national tests in 2014 indicated that attainment is below average. Detailed examination of a range of evidence shows clearly that this is not typical and that standards in the school are rising, rapidly in Key Stage 2 and more slowly in Key Stage 1. Pupils currently in Year 2 are on track to reach average standards and those in Year 6 to reach standards that are above average in reading, writing and mathematics.
- Children typically enter the school in the early years without the skills and knowledge they need to begin

learning and a number of them join with special educational needs. They make good progress so that an increasing number of pupils are ready for learning in Year 1.

- The proportion of pupils in Year 1 who reach the expected standards in phonics (the sounds that letters make) is increasing; evidence collected during the inspection shows that the proportion of pupils securely on track to meet the required standard will be above national figures.
- Pupils make progress in Key Stage 1, particularly in their reading and writing, and reach standards that are similar to those seen nationally.
- Progress continues in Key Stage 2 and accelerates in Years 4 to 6 in reading, writing and mathematics. Standards reached at the end of Year 6 are similar to those seen nationally. Information gathered shows that the proportion of pupils who make the progress expected of them is high, especially in reading and writing. The proportion of pupils who make more progress than is expected is rising and data examined securely indicates that the proportion will compare favourably with national figures.
- In most classes, the most able pupils are challenged and supported well and reach high standards by the end of Year 6, with a number gaining the high Level 6 in the 2014 mathematics tests. The school is confident that this is likely to be repeated in 2015 and a number of pupils are expected to gain the equivalent high level in reading.
- Pupils who are disabled or have special educational needs are well supported to make similar progress to their peers from their different starting points. Teaching and support from skilled and well trained adults enable them to succeed with tasks so that they become confident, successful learners.
- The pupil premium funding is well used to ensure that the gap in attainment between disadvantaged pupils and others in the school has reduced rapidly; it has disappeared in reading and writing and is insignificant in mathematics. Eligible pupils typically make more rapid progress than others in the school. The attainment of these pupils is currently equal to that of all pupils nationally in reading, writing and mathematics and, in 2014, eligible pupils were approximately one year behind all pupils nationally.

The early years provision is good

- Children join the Nursery class with skills and knowledge that are below those typical for their age. A number of children join with special educational needs and their skills and knowledge are well below those that are typical. They make good progress from their starting points, especially in developing their speech and language skills, and an increasing proportion are ready or very nearly ready for learning in Year 1.
- Senior leaders have assumed the leadership of the early years while the leader is absent due to a long term sickness absence. They, together with the close-knit team, ensure that the provision runs smoothly and that children flourish. The early years has benefited from support from the local authority as well as a much appreciated partnership with a national leader of education.
- Teachers plan interesting and creative activities which capture pupils' interests well. During the inspection, children thoroughly enjoyed predicting and discovering which objects would float and which would sink while others collected twigs outside to create their own stickmen.
- Arrangements for children joining the early years are well thought out. As a result, children settle well and quickly pick up the routines which keep them safe and happy. Safety is treated extremely seriously and all adults are meticulous in making sure that children are safe at all times, especially when playing outside, and also at the start and end of the school day.

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	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. 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.

School details

Unique reference number	122258
Local authority	Northumberland
Inspection number	449183

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	201
Appropriate authority	The governing body
Chair	Ann Douglass
Headteacher	Deborah Worrall
Date of previous school inspection	8 February 2011
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