

# New Delaval Primary School

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

## Inspection dates

20–21 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, her senior team and governors have brought about significant improvements to the quality of education, despite turbulence in staffing in recent years.
- Teachers use their good subject knowledge to plan interesting lessons and activities. They question pupils skilfully, to check their understanding and to help them to think deeply about their learning.
- Disadvantaged pupils make good progress because the school now meets their individual needs thoughtfully.
- The most able pupils are excited by their learning and enjoy high levels of challenge.
- Children in the early years thrive in this exciting and vibrant setting. Their social skills develop well, they enjoy learning and make good progress.
- Phonics is taught very well throughout the early years and key stage 1. In the summer of 2018, the proportion of pupils achieving the expected standard in the Year 1 national phonics screening check was above the national average.
- Current pupils in key stages 1 and 2 make good progress in reading, writing and mathematics from their varied starting points.
- The curriculum is exciting and varied. Pupils' learning is enriched by a wide variety of trips to places of interest. The curriculum contributes well to pupils' good personal development.
- Pupils behave well and their attitudes to learning are good. They are polite and respectful towards each other and adults.
- Safeguarding is effective. Staff are well trained and vigilant. They support pupils effectively and keep them safe from harm.
- Leaders have introduced new ways to teach reading so that pupils read fluently and with confidence. Pupils read challenging texts that are chosen carefully in order to improve their reading and comprehension skills.
- Leaders have implemented a new approach to developing pupils' mastery of mathematics. Pupils have regular opportunities to show their reasoning when solving problems. They enjoy mathematics and make good progress.
- Leaders' substantial changes to the teaching of reading and mathematics are not yet fully secure and embedded in all classes.
- The proportion of pupils reaching the expected and the higher standard in reading, writing and mathematics combined, by the end of key stage 2, has improved over time but was below average in 2018.

## Full report

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

- Improve pupils' progress and attainment by the end of key stage 2 by:
  - ensuring that higher proportions of pupils make good or better progress in reading, writing and mathematics and achieve the expected or higher standard.
- Improve the quality of teaching and learning in mathematics and literacy, including reading, by:
  - developing pupils' reasoning and problem-solving skills, so that their mathematical knowledge and understanding continue to strengthen and deepen
  - embedding the recently introduced, systematic approach to reading in all classrooms, so that pupils read regularly and enjoy increasingly challenging texts.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders are tenacious, determined and fully committed to providing a high standard of education for all pupils and children in the school.
- Leaders have researched and implemented deep and significant changes to the teaching of reading, writing and mathematics in order to improve standards. Changes have been implemented against a backdrop of significant staffing turbulence and illness in recent years.
- Leaders have a clear understanding of the main barriers to learning that may be faced by disadvantaged pupils. These include speech and language development, social and emotional needs and academic support, especially for reading. Difficulties with communication are identified as quickly as possible when pupils enter school. Speech therapists are involved swiftly to support pupils' language development. Staff regularly listen to pupils read before school and during the day. As a result, pupils receive the support they need to make good progress.
- Pupils with special educational needs and/or disabilities (SEND) are well supported, both in lessons and in small teaching groups. Detailed support plans are prepared to help them learn. These give due attention, not only to academic success, but also to pupils' emotional well-being and to their self-esteem. Consequently, pupils with SEND make good progress from their starting points.
- The significant changes to the teaching of literacy, including reading, are underpinned by high-quality staff training. As a result, teachers are increasingly confident and able to drive improvement. The impact of their work is evident as current pupils make good progress in their reading.
- The teaching of mathematics has been transformed. Pupils see mathematics as fun and are developing a deep understanding of concepts and methods. They talk readily about their thinking and keenly anticipate the next challenge so that they can hone their reasoning skills and solve increasingly complex problems.
- Improvements in the quality of the teaching of literacy and mathematics are deep, wide-ranging and have taken place quickly. Time is needed for the improvements to be refined and fully embedded in classrooms, so that they become routine.
- Subject leaders are knowledgeable and support senior leaders in developing and enriching the curriculum. Senior leaders monitor the quality of teaching and learning in different areas of the curriculum, on a daily basis. They provide immediate feedback and support to teachers so that a constant cycle of improvement is the norm.
- The curriculum is varied and interesting. Pupils are enthusiastic about what they have learned and remember many details. For example, they happily shared with the inspector, detailed information about parasites that invaded the human body during Anglo-Saxon times.
- Learning is significantly enhanced through relevant trips, visits and residential experiences. These help pupils to develop an understanding of the wider world and so

raise their aspirations further. The curriculum, together with the school's values, prepares pupils well for life in modern Britain. Tolerance, respect and a strong sense of fairness and compassion for others permeate all aspects of the life of the school.

- The physical education (PE) and sport premium funding is used well to enrich pupils' lives and helps them to be physically active. Pupils enjoy the wide range of sports and value the high-quality coaching they receive. Bike riding is an important part of the culture of the school and develops confidence, self-esteem, independence and, importantly, social skills. Pupils enjoy the opportunity to ride together using the school bikes.
- Parents are very positive about the school. They are confident that their children are happy and safe. Parents value the rapid actions that are taken to help them when they need additional support. One commented on Parent View, 'They have gone above and beyond my expectations.'

### **Governance of the school**

- Governors are fully aware of their statutory duties. They check for themselves that additional funding is used well to support the learning of disadvantaged pupils.
- The headteacher provides the governing body with regular information about leaders' actions to improve and develop the school. Governors ask pertinent questions and check the impact of leaders' actions through regular visits.
- Governors provide strong support and effective challenge to leaders because they know the school well.
- Governors are committed to the school and are determined that every pupil will make the best possible progress. They are acutely aware of the developmental needs of pupils. They ensure that the curriculum provides pupils with rich opportunities to learn essential life skills and to broaden their outlook and experience.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- There is a tangible culture of safeguarding. Pupils are confident that staff keep them safe. Parents and staff agree. Pupils explained to inspectors the measures that the school has taken to keep them safe on a road outside school and how they will stay safe during the building works that are about to commence.
- Leaders provide regular training and safeguarding updates to staff. As a result, they are able to identify warning signs that a pupil may be at risk of harm. Staff report concerns promptly. Leaders act quickly to make sure that pupils receive the support and protection they need.
- Safeguarding checks on all staff, governors and volunteers are thorough and meet requirements.
- Pupils are taught well about keeping themselves safe from a wide range of dangers, including when using mobile technology.

## Quality of teaching, learning and assessment

Good

- Teachers' expectations of pupils are high. They plan learning that captures pupils' interest and curiosity and, as a result, pupils work hard and with enthusiasm.
- Teachers' explanations in lessons are clear. They use questioning effectively to check pupils' understanding of key concepts and to identify misconceptions. Questioning is used well to challenge pupils and encourage them to think deeply about their learning. This was seen in a mathematics lesson when the teacher challenged pupils to think beyond what seemed obvious, when solving an apparently simple puzzle.
- Teachers consider carefully the learning needs of different groups of pupils. Thoughtful seating arrangements mean that pupils are able to support each other. Teachers adapt activities judiciously, where needed, in order to ensure that pupils with SEND make good progress from their starting points.
- The challenge provided for the most able pupils is consistently high. Pupils love to learn, are highly motivated and intent on making excellent progress. Teachers move pupils quickly on to more demanding learning as soon as they are ready. Consequently, higher proportions of pupils are increasingly working at a high standard.
- All teachers are acutely aware of the need to develop pupils' vocabulary. Teachers use correct technical vocabulary in both English and mathematics. The recently introduced intense focus on reading in all year groups is widening and enriching pupils' vocabulary successfully. Pupils' writing shows an increasingly sophisticated use of language over time.
- In mathematics, all pupils are expected to explain their thinking when learning new techniques or working on problems. They present their work confidently to the whole class. Other pupils listen respectfully. Errors are used to explore and secure understanding and everyone learns together. Teachers are becoming increasingly confident in using new approaches to teaching mathematics. They are delighted that pupils are now making good progress because the teaching in mathematics has improved.
- Teachers skilfully spot pupils who are falling behind. They address their learning needs quickly and arrange additional teaching in small groups if appropriate.
- Pupils value the helpful feedback they receive and learn to correct, edit and improve their work at the start of each day.
- Pupils make a good start to developing their accuracy and fluency in reading because of the strong teaching in phonics in the early years provision. Teachers make learning fun and their lively teaching helps pupils make good progress in phonics lessons.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff provide good role models for pupils. Their high levels of care, warmth and

understanding create a nurturing environment in which pupils flourish. Relationships between pupils show real kindness and generosity. They will happily provide a helping hand when someone is struggling.

- Pupils are respectful and tolerant of differences between themselves and others. Their spiritual, moral, social and cultural education is well developed.
- Pupils, whose circumstances may make them vulnerable, are well supported. Pupils say that they value their school counsellor, who helps them cope with worries and concerns. This additional support develops pupils' resilience and contributes to their ability to enjoy school and learn successfully.
- Pupils feel safe at school. They are adamant that there is no bullying. They have complete confidence in adults to solve any problems that arise. They understand that there are different forms of bullying and are particularly aware of cyber bullying. They have some understanding, as appropriate to their age, about how to keep themselves safe online.
- Pupils are taught how to keep themselves safe on the roads and when using a bike. As part of their PE, pupils enjoy regular bike rides in the local area and learn how to maintain a bicycle.
- Pupils' learning is enriched with exciting trips and visits. Pupils delight in them. They provide valuable opportunities for pupils to see the wider country and to learn about their heritage. They provide a springboard for new learning, enrich pupils' vocabulary and broaden their horizons.
- Pupils value the support and encouragement that they receive from their teachers. One Year 6 pupil spoke for all when she told inspectors: 'The teachers really put effort in. They encourage us to do great things.' Pupils are aspirational for themselves and ambitious for their futures.

## **Behaviour**

- The behaviour of pupils is good.
- Pupils are enthusiastic about coming to school. Their attendance has improved this year and is above average. The proportion of pupils who are regularly absent is below average. No groups of pupils are disadvantaged through absence.
- Pupils are welcoming to visitors, polite and friendly. They are considerate and careful when moving around the school. They play safely at break and lunchtimes, especially when using the outdoor climbing equipment.
- Pupils behave well. Incidents of disruption to learning are infrequent. When they do occur, problems are quickly resolved, with the minimum of fuss, so that pupils get back to learning.
- Classrooms are calm, orderly places. Well-established routines mean that pupils know what to expect and how to behave. As a result, they settle quickly at the start of a lesson, listen carefully to instructions and know how to work effectively with their peers.

## Outcomes for pupils

Good

- Leaders have significantly improved the quality of teaching during the last 18 months. The good progress that pupils make is evident in lessons and in their work.
- Strategies to improve reading are reaping rewards. Current pupils' progress in reading throughout key stage 2 is good. All groups of pupils, including the most able and those who are disadvantaged, make rapid progress from their starting points.
- Pupils love to read. Their enjoyment is clear. Teachers plan pupils' learning carefully, so that they study a wide range of different texts and genres. Pupils are able to analyse the key features of different texts and retrieve important information. These skills contribute to pupils' good progress.
- Pupils have fun solving the mathematical puzzles and challenges that form a daily part of their learning. They are encouraged to think deeply and consider different approaches to solving problems. Pupils, including the very youngest, confidently explain their reasoning to their whole class and this helps all pupils to understand mathematics. Consequently, current pupils make good progress in mathematics.
- Pupils' attainment in reading, writing and mathematics at the end of key stage 1 rose sharply in 2018 and was in line with national averages. Pupils continue to learn well and make good progress across this key stage.
- The proportion of pupils who reach the expected standard in the Year 1 phonics screening check has been above average for the last two years. Phonics is taught exceptionally well and builds carefully on learning in the early years. Pupils in key stage 1 apply their phonic knowledge with increasing accuracy in their writing. In reading, pupils decode unfamiliar words with confidence.
- Pupils with SEND are supported well. The school makes every effort to meet their individual learning and development needs. Pupils benefit from carefully planned interventions to complement their lessons and, as a result, they make at least good progress.
- Teachers are highly aware of the individual needs of disadvantaged pupils. They use a wide range of strategies to support pupils and accelerate their progress.
- The most able pupils are challenged rigorously with work that extends their knowledge and deepens their thinking.
- Most pupils make good progress across a broad range of subjects. Topic and science books are neatly presented, reflecting the pride and care that pupils take in their work. Pupils enjoy the variety of their learning. In Year 6, they delighted in their study of Viking Mythology, working in small groups as they prepared to enact the story of 'Thor, God of Thunder'.
- Pupils' attainment in reading, writing and mathematics combined, at the end of key stage 2, has improved over time. Despite improvements, the proportion of pupils reaching the expected or the higher standard in 2018 was below average.
- The progress made by pupils at the end of key stage 2 in 2018 in writing and mathematics did improve compared to previous years and was broadly average. However, progress in reading was significantly below average. Strategies to improve

reading did not have enough time to enable pupils to make good progress by the end of key stage 2.

## Early years provision

**Good**

- Leadership of the early years provision is strong and effective. Leaders are determined to build firm foundations for learning, so that children are well prepared for the challenges in key stage 1.
- Children in the Nursery settle quickly. The two-year-old children learn happily alongside their older classmates and make rapid progress. Children are excited as they explore the wide range of stimulating activities prepared for them. Through careful questioning, adults sensitively and skilfully stimulate children's imagination and creativity. They develop children's thinking and enrich their use of language as they play.
- In both the Nursery and the Reception classes, activities are planned well to develop children's personal and social skills. The youngest children play alongside their older peers, and gradually join in their activities. The older children cooperate well when playing together. They listen carefully, showing good concentration, when taking part in more formal lessons.
- The early years leader directs the school's effective phonics programme. She has ensured that there is a consistent approach to teaching. As a result, children make good progress in their phonic learning. Children delight in singing songs and nursery rhymes as they learn important sounds. They have fun learning letter shapes. A wide range of activities are used to develop phonic skills, and children are very proud of their achievements as they learn to read.
- Children in Reception were observed learning the meaning of the 'equals' sign using pictures and numbers. All children listened with rapt attention as the teacher went on to develop their understanding of subtraction. Children were expected to explain their thinking to the whole class and enjoyed being praised by their peers for their efforts.
- The school's accurate assessments of children's learning show that many children enter the Nursery and the Reception classes with skills that are typically lower than those expected for their age. Over time, they make good progress. The proportion of children who achieve a good level of development is above the national average by the time they leave Reception.
- Relationships between school and home are strong. Staff encourage parents to be involved in their children's learning, which they value. One parent explained this perfectly: 'My child receives engaging home learning tasks. Regular parent workshops mean that we are aware of how much progress she is making and what next steps we can do to help support her learning.'
- Safeguarding is effective and all statutory welfare requirements are met.



## School details

Unique reference number	122258
Local authority	Northumberland
Inspection number	10059089

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Ann Douglass
Headteacher	Deborah Worrall
Telephone number	01670 353255
Website	<a href="http://www.newdelavalprimary.co.uk">www.newdelavalprimary.co.uk</a>
Email address	<a href="mailto:admin@newdelaval.northumberland.sch.uk">admin@newdelaval.northumberland.sch.uk</a>
Date of previous inspection	9–10 December 2014

## Information about this school

- The school is smaller than the average-sized primary school.
- In September 2015, governors extended the Nursery provision to cater for two-year-old children.
- The proportion of disadvantaged pupils is more than double the national average.
- The proportion of pupils with SEND is average. The proportion of pupils who have an education, health and care plan is well below average.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is below average.
- The school runs a breakfast club.

## Information about this inspection

- Inspectors observed learning in all classes. Some of these observations were carried out jointly with senior leaders.
- Inspectors spoke with pupils informally in lessons and during breaktimes and lunchtimes. Formal meetings were held with groups of pupils from key stage 2.
- Inspectors listened to pupils read, both individually and as part of classroom activities.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders and a group of staff.
- The lead inspector held a meeting with the chair of governors and members of the governing body.
- The lead inspector met with a local authority representative and held a telephone conversation with the school's improvement partner.
- Inspectors scrutinised samples of pupils' work from every age group.
- Inspectors scrutinised a wide range of evidence, including the school's self-evaluation, improvement plans, analyses of pupils' performance, attendance and behaviour records. Inspectors also scrutinised the minutes of governing body meetings as well as external reviews of the school's work.
- Inspectors examined policies and procedures for the safeguarding of pupils.
- Inspectors analysed the 21 responses to Ofsted's online questionnaire, Parent View, including 13 free-text comments. They also took account of eight responses to the staff survey.

## Inspection team

Janice Gorlach, lead inspector

Ofsted Inspector

Colin Lofthouse

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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 and as part of the inspection.

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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019