



Delves Junior School

Inspection Report

Unique Reference Number 104170
LEA Walsall
Inspection number 277091
Inspection dates 22 March 2006 to 23 March 2006
Reporting inspector Peter Clifton AI

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

Type of school	Junior	School address	Bell Lane
School category	Community		Walsall
Age range of pupils	7 to 11		West Midlands WS5 4PU
Gender of pupils	Mixed	Telephone number	01922 721112
Number on roll	356	Fax number	01922 722938
Appropriate authority	The governing body	Chair of governors	Mrs Pat Claye
Date of previous inspection	1 November 1999	Headteacher	Mrs Victoria Russell

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated on the outskirts of Walsall. It is larger than average and draws its pupils from an area of economic disadvantage. The proportions of pupils from minority ethnic groups and who speak English as an additional language are above average. The proportion of pupils with learning difficulties and disabilities is lower than average. Pupils come into the school with broadly average standards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. It is improving because of the effective work of the headteacher and recently formed senior management team. The school provides satisfactory value for money. Pupils' achievement is satisfactory and standards in Year 6 national tests are broadly average. Pupils make good progress in English and standards are rising steadily. Standards in science are not high enough because there are weaknesses in curriculum planning. Pupils' spiritual, moral, social and cultural development is good. Pupils behave well and have positive attitudes to learning. The quality of teaching and learning is satisfactory and improving. This is because teachers responded well to changes suggested as a result of the thorough monitoring and evaluation of their work. The wide range of out-of-school activities contributes effectively to pupils' learning. The school's partnership with parents is good and pupils and parents are very pleased with what the school offers. Care, guidance and support are good and pupils grow in confidence and maturity as they move through the school. Leadership and management are satisfactory overall. The school has a good understanding of its strengths and weaknesses and assesses its effectiveness accurately. The recent focus on improving provision in English and mathematics has been successful. The school's self-evaluation has identified aspects of science planning that need to be improved. There are good arrangements in place to assess and track the progress of Year 6 pupils, but in other years the school is aware that this is underdeveloped. The school has made satisfactory progress since the previous inspection and has the capacity to improve further.

What the school should do to improve further

- Raise standards in science by ensuring that planning builds on previous learning as the pupils move through the school.
- Improve the procedures for checking how well individuals and groups of pupils are doing in Years 3 to 5 so that progress can be accurately assessed and evaluated and any underachievement tackled quickly.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Standards in Year 6 national tests are broadly average, as they were at the time of the previous inspection. Over the past three years, there has been a slight rise in standards overall, with a marked improvement in English in 2005. The school's drive to improve mathematics is now beginning to raise standards. The school met its 2005 targets in English, but missed those in mathematics. Pupils did not do as well in science as they did in other subjects in 2005. The school has correctly identified this as a key area for improvement. The school keeps detailed information to track pupils' progress in Year 6. This shows that pupils have made at least satisfactory progress this year and done particularly well in English from a below average start in Year 3. The school does not have such a clear view of pupils' progress in other year groups, which makes it harder to tackle any underachievement quickly.

Pupils from minority ethnic groups and those learning English as an additional language make the same progress as their peers. Like all other groups of pupils in the school, those with learning difficulties and disabilities make satisfactory progress. Most of these pupils make good progress towards their individual targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy coming to school because they find their lessons and after school activities interesting. Clubs and sporting activities are well attended. Attendance is average and pupils arrive on time for lessons and ready to learn. They have very positive attitudes. Their behaviour in and around the school is good. At lunchtimes, despite a small playground, they play together happily and join in skipping and other games. The 'buddy' system works well and as a result the pupils say they never feel left out and always have someone to play with. Pupils feel safe in school and are confident that adults will listen to them if they need help. Pupils' moral, social and cultural development is good and their spiritual development satisfactory. They know that the school values the rich diversity of cultures reflected in their backgrounds. Pupils respond well to moral messages in assemblies. The school's work to develop pupils' understanding about healthy lifestyles is beginning to change their attitudes and eating habits. Pupils make a good contribution to the school community through their involvement in the school council. In classes, they develop good, independent learning skills, but have limited opportunity to use their initiative. Overall, they are developing satisfactory skills that are important for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The overall quality of teaching and learning is satisfactory. There are some clear strengths. Teachers generally plan lessons well and are clear about what they expect pupils to learn. In most lessons they are very skilled in asking searching questions and succeed in making pupils think before they answer them. Teaching assistants work effectively with groups of pupils who need additional support with their work, or when taking whole classes. The recent introduction of interactive whiteboards in all classrooms has improved pupils' learning because teachers use these very well. In a lesson about perimeters and area, they were used very imaginatively and this captured pupils' interest. Teachers manage their classes well, quickly gaining the pupils' attention so that time is used effectively. There are two areas where teaching and learning could be improved. The school has made a start by working with pupils to help them to understand and evaluate how well they are doing and what they need to do to move forward. The school is also aware that mathematics and science teaching is satisfactory, rather than any better. This is because teaching does not always directly support

experimental and investigational work. Planning for science is not always based on what pupils already know.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory overall, with some aspects that are good. It is adequately balanced to cater for the wide range of needs of pupils in the school. Literacy is well planned and contributes to the good standards achieved. Planning for information and communication technology (ICT) is improving as a result of additional resources for learning and focused staff development. The use of ICT in other subjects is satisfactory. Planning in science needs further clarity because skills and understanding are not sufficiently well built on as the pupils progress through the school. The curriculum is usually adapted to enable pupils with learning difficulties and disabilities to progress well against individual targets. A good range of out-of-school activities and educational visits adds to pupils' enjoyment of their learning. Personal, social and health education enables pupils to form and express opinions about a wide range of issues. Pupils are made aware of the need to remain healthy and the dangers of drug misuse.

Care, guidance and support

Grade: 2

The quality of care, guidance and support provided by the school is good. The school provides a safe and caring environment in which the pupils can grow in confidence and maturity. Effective supervision in and around the school reinforces this sense of security. The procedures for identifying pupils who are at risk or in need of support are well established and the effective support provided by the 'learning mentor' is appreciated by pupils and parents. Racist incidents and bullying are rare, and those that do occur are handled sensitively, but firmly. Child protection arrangements are in line with the local and national guidelines and are being coordinated by a suitably trained teacher. Within this very strong area, academic guidance is satisfactory. Records of pupils' academic performance have been improved recently, with good tracking arrangements in Year 6. They are not yet providing pupils with a clear enough view of the progress they are making in Years 3 to 5.

Leadership and management

Grade: 3

clear strengths. The headteacher and senior management team provide strong leadership and management in the school and this has underpinned the improving standards over the last three years. Teaching is effectively monitored and evaluated and as a result of targeted support this is now improving. The work of subject leaders is developing well and they are now beginning to widen their responsibility for work in their individual subjects. The school has a good understanding of its strengths and weaknesses and has evaluated its effectiveness accurately. Parents' views are sought

and governors are satisfactorily involved in the self-evaluation process. The school is careful to ensure that all pupils, regardless of their backgrounds, are included. The school's capacity to continue to improve is good. Teachers work together well to plan lessons and respond to new initiatives. Their positive approach to change is a key reason for the school's recent and continuing improvement. Staff are enthusiastic and helpful and parents are highly supportive and appreciate the work that they do. Adults are good role models in the school. They treat pupils firmly and with respect and courtesy. The school knows that it needs to improve the tracking of pupils' progress so that senior staff and subject coordinators can act quickly to identify and tackle any underachievement by individuals or groups of pupils. The governing body provides satisfactory support to the school. Governors are strongly appreciative of the work of staff and have helped forge very strong links with parents. They provide a satisfactory challenge to improve standards, and monitor the work of the school through regular meetings.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils Thank you for your very warm welcome to your school. We enjoyed talking to you in lessons and during your playtimes. We were very impressed with your enthusiasm and how confidently you talked about your school. You gave us a lot of valuable information and this was a great help to us. What we most liked about your school

- The standards you are reaching in your work are improving steadily.
- You behave well and are positive about your work.
- You are doing well in English, because the teaching is good.
- The work of your headteacher and assistant headteachers is helping the school to improve. We have asked your headteacher and others to work on
- Raising standards in science by making sure that work in lessons builds on what you already know and can do.
- Improving how well the school identifies the progress you are making so that you can be given help quickly if you need it.

We enjoyed the visit and hope your school continues to improve. Yours faithfully Peter Clifton Lead Inspector
Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk