

# Blyth New Delaval First School

## Inspection report

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<b>Unique Reference Number</b>	122258
<b>Local Authority</b>	Northumberland
<b>Inspection number</b>	314251
<b>Inspection dates</b>	1–2 November 2007
<b>Reporting inspector</b>	James McGrath

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

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	129
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ann Douglass
<b>Headteacher</b>	Mrs Deborah Worrall
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	Delaval Gardens New Delaval Blyth Northumberland NE24 4DA
<b>Telephone number</b>	01670 353255
<b>Fax number</b>	01670 353255

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small urban school. It serves an area of very high social deprivation. The proportions of children eligible for free school meals and of pupils with learning difficulties and/or disabilities are well above average. Pupils are from predominantly White British backgrounds and none require support for learning English as an additional language. The school has an International School Award. There are plans for the school to be reorganised into a one-form entry primary school taking children from 3 to 11.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is an effective school that gives good value for money. The headteacher's good leadership provides a firm steer to the school's work. She is supported well by the governors, an experienced leadership team and committed staff. Teamwork is strong and there is a successful focus on ensuring that pupils make good progress, both academically and personally. Improving standards are reflected in the 2007 results at the end of Key Stage 1, which were above the national average overall but were below average in reading. This represents good achievement from a low starting point. By the end of Year 4, standards are broadly average but this still reflects good progress and achievement for this particular group of pupils. Pupils with learning difficulties and/or disabilities also achieve well. Parents have a positive view of the school and value its work.

The whole school team is committed to supporting pupils' personal development. This results in pupils behaving well, enjoying learning and being proud of their school. Older pupils also enjoy looking after younger children. Pupils have a good understanding of safety and healthy living. Attendance is below average. Pupils' spiritual, moral and cultural development is good. Their experience of other cultures, particularly those of Africa, is outstanding. Their contribution to the community is good and involves charity work for the local hospice. Children move into the next stage of learning with broadly average basic skills but good social skills. This is satisfactory preparation for their future well-being, because standards in reading could be higher.

Teaching and learning are good. Lesson planning is thorough. Teachers identify useful opportunities for teaching literacy, numeracy and information and communication technology (ICT) effectively across the curriculum. Very good support from teaching assistants and external specialists plays an important role in contributing to pupils' learning. The school provides a rich curriculum which meets the needs of all groups of pupils. This provision is particularly helpful in providing challenge for the more able pupils in Key Stage 1. The curriculum is enhanced by opportunities for sport and links with schools abroad. Pupils receive outstanding pastoral support but academic support is not as well developed. Pupils are not always clear about their learning targets or how to achieve them.

Governors have a good understanding of the school's work and make a positive contribution to monitoring and evaluating its effectiveness. The issues from the last inspection have been tackled well and the school has a good capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Skills on entry to the Nursery are significantly below those typical for this age and are particularly low in reading. Progress is good throughout the Nursery and Reception years. Children make the most progress in their personal and social development, reaching the nationally agreed learning goals for this area of learning at the end of the Foundation Stage. Standards remain below expected levels in reading, language development and mathematical development. Teaching, learning and the curriculum are good. There are safe routines and the school provides 'healthy snack time'. Children are happy, enjoy their work and are well engaged in lessons by the teachers. The Foundation Stage is well led and managed.

## What the school should do to improve further

- Raise standards and achievement in reading.
- Ensure that all pupils understand the targets they are given to guide their learning and know how to achieve them.
- Improve attendance.

## Achievement and standards

### Grade: 2

Achievement is good. Pupils make good progress through all key stages, particularly in writing. Attainment on entry to the Foundation Stage is significantly below that typically found and, although good progress is made, pupils enter Key Stage 1 with attainment below that expected for their age. By the end of Year 2 standards are above the national average in writing and mathematics, but below in reading. This is a significant improvement compared to the previous year, when standards were below average. Children make good progress in Key Stage 2 and by the end of Year 4 are achieving broadly average levels. This also represents good achievement for these pupils. Pupils with learning difficulties and/or disabilities also make good progress. The overall trend of improvement is rising.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Their experience of other cultures, particularly those of Africa, is outstanding. There is a strong spiritual dimension to the work of the school, evident in assemblies and in the very positive relationships that exist between pupils and adults and with each other. Consequently, the pupils have a good appreciation of right and wrong and their behaviour both in class and around the school is good. There have been no exclusions in recent years. Pupils enjoy coming to school and, when there, they learn well. However, despite the school's best efforts, attendance remains below average because of a few persistent absentees. Pupils have a good understanding of the importance of adopting a healthy lifestyle. Numbers at the healthy breakfast club are increasing and there is good participation in extra-curricular sport. Children feel safe in school. The buddy system works effectively and pupils wear their yellow caps with pride, although there are limited opportunities for pupils to exercise responsibility. Pupils are very generous and raise money for a wide range of charities and good causes. Pupils move on to middle school with broadly average basic skills, except in reading where they are weaker. Pupils are satisfactorily prepared for the next stage of their education and for their future well-being.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning are good. The best teaching is characterised by good pace and challenge, clear explanations, good questioning and effective use of ICT. Lesson planning is good with teachers identifying opportunities to develop literacy, numeracy and ICT skills across the curriculum. Learning objectives are sometimes not fully explained so pupils do not always understand what they are aiming for. Teaching assistants are effective in supporting the large number of pupils with additional learning needs. These pupils and those identified

as gifted and talented are strongly supported both in lessons and through extra tuition outside the classroom.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum effectively meets the needs of the pupils, including gifted and talented pupils and those with learning difficulties and/or disabilities. This provision is helping the more able pupils, particularly in Key Stage 1, reach higher standards but it has yet to be as effective specifically in reading. There is good enrichment, particularly in sport through the school's sports partnership programme and in 'golden time'. Excellent links with schools abroad give pupils valuable insights into cultures different from their own. Outside visitors make a valuable contribution to the curriculum, for example, through an artist in residence initiative. Pupils are given a sound introduction to the world of enterprise and work.

## **Care, guidance and support**

### **Grade: 2**

The pastoral care and support of the pupils are excellent. The school is very child-centred and knows its pupils well. All the adults in the school take a personal interest in the well-being of each pupil. The quality of support offered by teaching assistants and mentors is outstanding. Consequently, pupils feel well supported and confident in approaching staff with any concerns. Parents are very positive in their appreciation of the support the school gives, both to them and their children. Initiatives such as the 'Calm Sweet Calm' corner and the 'Place 2 Be' centre offer valuable guidance and support. Excellent links with other support agencies ensure support is well coordinated. Procedures are in place to safeguard pupils and all legal requirements are met. Academic guidance is satisfactory. Pupils' progress is generally tracked well as they move through the school, although it is not as rigorous in reading. Pupils have learning targets but there is insufficient clear guidance given on what children need to do to improve.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, through her good leadership, is ensuring that the focus within school is on achievement in a supportive and caring environment. She is well supported by an enthusiastic and effective senior leadership team and other staff. Teamwork is strong. Subject leaders are developing their capacity to improve standards and achievement, especially in literacy and numeracy, and this is beginning to impact on standards. Governors know the school well. They make a good contribution and offer support and challenge to the headteacher. They are fully involved in the school's effective self-evaluation processes and in determining priorities for improvement. Improvement since the previous inspection has been good and the school has good capacity for further improvement.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

3 November 2007

Dear Children

Inspection of Blyth New Delaval First School, Northumberland, NE24 4DA

Thank you for helping us when we inspected your school. We enjoyed meeting you and we were impressed by your good manners, good behaviour and friendliness. We were impressed by how much you enjoy learning. You have a good school.

We know you make good progress as you move through school. Your teachers and their helpers care for you very well and you enjoy working with them. We think that you enjoy finding out about other parts of the world. In particular, your work about South Africa and Nigeria is colourful and exciting. The older children enjoy looking after the younger ones. It is clear that you enjoy 'golden time' and take part very well. We were impressed by how well the very youngest children who go to Nursery and Reception are learning. It was good to see you enjoying healthy food and drink.

Your headteacher and all of the staff and governors work well together to try to keep making your school a better place for you. The school is going to help you get better at reading and help you understand how you can learn more in your lessons. It is also going to do all it can to improve attendance. You can help by:

- making sure that you come to school every day
- making more effort to read and being confident when reading out loud
- asking your teachers to explain clearly to you how you can do better in your work.

We really enjoyed our visit to your school and wish you and all the staff the very best for the future.

Yours sincerely

James McGrath

Lead inspector