

# Delves Lane Junior School

## Inspection report

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<b>Unique Reference Number</b>	114047
<b>Local Authority</b>	Durham
<b>Inspection number</b>	338284
<b>Inspection dates</b>	27–28 April 2010
<b>Reporting inspector</b>	Gordon Potter

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	148
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Andrea McGuigan
<b>Headteacher</b>	Mrs Karen Holden
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Delves Lane Consett County Durham DH8 7ES
<b>Telephone number</b>	01207 503984
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 15 lessons taught by six teachers and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised 55 questionnaires returned by parents and carers as well as questionnaires from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching and whether it is bringing about an improvement in standards and enabling pupils to make satisfactory progress
- the effectiveness of the school's implementation, monitoring and evaluation of strategies designed to raise attainment
- pupils' understanding of the multicultural make-up of modern British society.

## Information about the school

This school is smaller than average size. The proportion of pupils eligible for free school meals is average. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well above average. The school achieved Activemark and the Healthy Schools Award in 2008. The school is federated with the adjoining infant school. The headteacher leads both schools as a single entity and has been headteacher at the junior school since September 2008.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory education. After a period of uncertainty in the management of the school which led to a collapse in standards, the new headteacher, ably supported by the governing body and the senior leadership team, has stabilised and re-energised the school. Successful strategies to improve the quality of teaching and the use of data about pupils' skills and abilities mean that pupils now make satisfactory progress. Teaching, while satisfactory overall, has many good features and is helping pupils overcome a legacy of underachievement. Pupils behave well and are keen to learn because teachers try to make learning fun and engage them in a range of interesting activities. Work is well matched to the needs of different groups of pupils, but some work for individuals lacks pace and challenge so that their progress slows. Occasionally, teachers direct learning too much and opportunities are missed for pupils to apply their skills, for instance in writing in subjects across the curriculum. Staff give effective care and support which ensure that pupils' well-being and personal development are promoted well. As a result, pupils are happy, feel safe and know how to stay healthy. Good partnerships with outside agencies ensure extra support for pupils as required. Parents and carers are supportive of the school and how it promotes pupils' social, moral and academic development.

Standards at the end of Key Stage 2 have been low in the past three years, particularly in mathematics and writing. Evidence seen during the inspection indicates that pupils' attainment is now rising because the school has placed an emphasis on improving writing and calculation. While the high proportion of pupils with special educational needs and/or disabilities and high levels of mobility of pupils contributed to low standards, in the past all groups of pupils had made inadequate progress from their starting points.

Senior leaders are very clear about what needs to be done to improve the school and have implemented appropriate strategies which are rigorously monitored to ensure that they are improving pupils' progress and raising attainment. As these initiatives have not yet had a full impact on standards, the school's capacity to improve is satisfactory and it provides satisfactory value for money.

Pupils benefit from knowing how to improve their work. They have a strong influence on what happens in school, a strong sense of how to help and support one another, a love of their local area and a good understanding of different religions. However, their understanding of life in other countries and the multicultural make-up of modern British society is less well developed.

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

- Raise attainment by:
  - further developing the range of those learning activities that offer pupils opportunities for practical and investigative activities, so that they are involved and challenged more in lessons
  - ensuring that data is well used to develop teaching and learning, so that work is well matched to the needs of individual pupils.
- Develop pupils' understanding of life in other countries and the multicultural make-up of modern British society.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

The extent to which pupils achieve and enjoy their learning is satisfactory. Pupils behave well, are courteous, have good attitudes and relationships in lessons and are keen to do well in their work. They enjoy their learning, especially when they are involved in lively activities, such as debating to decide who should be rescued from a desert island or recalling their trip to the Hancock Museum.

After a period when progress has been inadequate, evidence seen during the inspection shows that pupils now make satisfactory progress. Pupils achieve well in sport and the arts and enjoy singing and dance. Pupils with special educational needs and/or disabilities, those whose circumstances make them vulnerable and those who are potentially at risk receive sensitive and effective support, and make satisfactory progress.

Pupils are very aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their keen involvement and success in sporting activities, the high take-up of healthy school meals and their enjoyment playing on their playground equipment. Pupils have respect for each other and for the adults in the school and say they feel safe. They are confident that they know exactly what to do in the event of a concern.

Pupils make a good contribution to the school community, taking on a range of roles, including those of playground helpers and school councillors. The latter initiated improvements to school dinners and the playground. There are good links within the local area through the Methodist church, participation in performances and work to create a banner to commemorate the village's mining heritage. Pupils have a good understanding of their local heritage and of different religions, although their understanding of life in other countries and the multicultural make-up of modern British society is less well developed. They have a good understanding about the world of work and have confidence in using information and communication technology. However, their average attendance, satisfactory skills in working collaboratively and below average

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basic skills in English and mathematics mean they are satisfactorily equipped for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teachers guide pupils' learning well, using clear examples and step-by-step practice so that pupils know what they are to learn and have time to apply and understand new learning and consolidate skills. Lessons are planned with a range of activities which are designed to involve and stimulate pupils and which are well matched to the needs of different groups of pupils. Teachers use discussion, focused interventions and open questions to engage pupils and to stimulate their thinking. There is developing teaching of speaking activities which encourage pupils to share, develop and record their ideas. This is helping to raise their confidence and their attainment in writing. Occasionally, teachers lead learning for too long, offer too much support and delay chances for pupils to work and investigate together. Pupils' work is marked regularly and tells pupils how to improve. Teachers and teaching assistants support pupils well so that all groups make satisfactory and often good progress as pupils catch up on skills which have been

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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underdeveloped in previous years.

The curriculum contributes to satisfactory achievement by offering pupils a broadening range of interesting activities which are increasingly based on pupils' interests and needs. For example, additional teaching of letter sounds for specific pupils is helping to improve their writing. The school provides many activities which enrich pupils' learning, for example visits from authors and their own visits to Beamish Museum, developing their artistic skills at the Shipley Art Gallery and residential visits to Middleton. There is a strong focus on writing and some opportunities for pupils to write in subjects other than English, for example writing a biography of Henry VIII. However, opportunities are missed for pupils to apply their skills in mathematics and English more widely across other subjects. There is a strong focus on learning about the world of work, religions and local history, and pupils visit churches and participate in local heritage festivals. All pupils learn French; they particularly enjoy physical education, singing, and art and design. They participate enthusiastically and successfully in a good range of extra-curricular activities in sport and the arts, for example choir and dance.

Staff know the needs of individual pupils well, so that pupils benefit from the sensitive and effective care and support they receive. Provision for pupils with special educational needs and/or disabilities and for those who are vulnerable is well managed and there are effective programmes for intervention and support so that all groups now make satisfactory progress. There are strong links with a wide range of outside agencies and a range of strategies to support pupils, including those who are looked after by the local authority. There are close links with the infant school, with which the school is federated, so that pupils settle well into school. There are very close relationships with the local secondary school to ensure that pupils are confident moving on to the next phase of their education. The school identifies those pupils who are persistent absentees and works closely with families and through the local authority to encourage satisfactory and improving attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The new headteacher has skilfully and relentlessly pursued and implemented strategies that have brought about an improvement in school effectiveness and improving outcomes for pupils, although these have not yet had a significant impact on standards. She has established an able senior leadership team which utilises the skills of staff in the

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federated infant school. There are detailed and appropriate priorities to bring into effect further improvements in teaching, the curriculum and the use of data to support learning. The school knows itself well and plans for improvement are clearly delineated in the school's development plan, which is monitored regularly and to which all staff, stakeholders and governors contribute. This has raised staff's morale and teachers relish their role in raising attainment and their increased responsibility, accountability and contribution to the development of the school. There is a well-organised programme of continuing professional development which uses the skills of staff in school to share expertise, as well as working closely with the local authority to advance the school's improvement. Governors likewise have worked closely with the local authority to bring the school successfully through a difficult time. They offer strong support and rigorous challenge which has been instrumental in the school's improvement. The school is proud of its inclusive nature and has close links with outside agencies to support the individual needs of pupils from a range of backgrounds, showing its commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any group is avoided at all times. The school's good relationship with parents and carers benefits pupils' well-being and learning. The school's arrangements for safeguarding pupils meet government requirements and there are good procedures to ensure their safety. The school makes a satisfactory contribution to community cohesion. It is very clear about its place at the heart of the local community but its role in helping pupils realise their place as global citizens or as members of a culturally diverse society is less well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## **Views of parents and carers**

A total of 52 parents and carers responded to the Ofsted questionnaire and analysis showed that support for the school is very strong. Most parents and carers support the work of the school and the way it helps pupils to feel safe and enjoy their learning. Parents and carers are strongly supportive of the new headteacher and the leadership and management of the school, the quality of teaching and the way the school meets their children's needs. However, a few indicated that they believed the school could give more information about how they can support their children's learning. Inspectors do not consider that this is a significant area for improvement.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Delves Lane Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 55 completed questionnaires by the end of the on-site inspection. In total, there are 148 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	40	30	55	3	5	0	0
The school keeps my child safe	29	53	25	45	0	0	0	0
The school informs me about my child's progress	15	27	35	64	5	9	0	0
My child is making enough progress at this school	21	38	27	49	5	9	0	0
The teaching is good at this school	24	44	30	55	0	0	0	0
The school helps me to support my child's learning	20	36	25	45	7	13	1	2
The school helps my child to have a healthy lifestyle	19	35	32	58	4	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	44	24	44	3	5	2	4
The school meets my child's particular needs	17	31	31	56	5	9	0	0
The school deals effectively with unacceptable behaviour	20	36	27	49	4	7	2	4
The school takes account of my suggestions and concerns	17	31	28	51	6	11	1	2
The school is led and managed effectively	20	36	31	56	3	5	1	2
Overall, I am happy with my child's experience at this school	24	44	26	47	3	5	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



29 April 2010

Dear Pupils

Inspection of Delves Lane Junior School, Consett, DH8 7ES

On behalf of the team, thank you so much for making us welcome when we inspected your school.

You go to a satisfactory school which knows what to do to make itself better. The staff care for you very well. Teachers help you learn well because they try to make your lessons fun. The team was impressed by the pride you take in your work, how hard you work in lessons and by your art and singing skills. You behave well, show respect for one another and look after one another admirably. You are polite and helpful and we very much enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and sports activities. Your parents and carers like the school very much.

I have asked your teachers to do the following things to help your school to improve;

- help you to attain even higher standards at the end of Year 6
- make sure that staff use information about how well you are working so that the work you do is challenging
- give you even more chances to work and investigate together and use your writing and mathematical skills in other subjects
- help you to learn more about life in other countries and about the people from different cultures who live in Britain.

You can help by continuing to do your best and attending regularly. I wish you every success in the future.

Yours sincerely

Mr Gordon Potter

Lead inspector

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