



Delaval Community Primary School

Inspection Report

Unique Reference Number 108466
LEA Newcastle upon Tyne
Inspection number 277979
Inspection dates 19 January 2006 to 20 January 2006
Reporting inspector Mrs Janet Bennett

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

Type of school	Primary	School address	Axwell Park View
School category	Community		Scotswood
Age range of pupils	3 to 11		Newcastle upon Tyne, Tyne and Wear
Gender of pupils	Mixed	Telephone number	0191 2745290
Number on roll	166	Fax number	0191 2753296
Appropriate authority	The governing body	Chair of governors	Mr Jim Snowden
Date of previous inspection	1 March 2000	Headteacher	Mrs Sandra Marsden

Age group 3 to 11	Inspection dates 19 January 2006 - 20 January 2006	Inspection number 277979
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Delaval Community Primary School serves an area with high levels of deprivation. Most pupils are white British, but a small number are from other ethnic backgrounds and learn English as an additional language. Almost four fifths of pupils are eligible for free school meals. Attainment on entry to school is well below average, particularly in communication and language skills. Almost a quarter of the pupils have learning difficulties or disabilities and the school has an assessment unit catering for eight young children with communication difficulties. Good links exist with the local Surestart programme.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school judges its overall effectiveness to be good but inspectors found that it is satisfactory and improving. The school provides satisfactory value for money. Although standards are generally average, they are rising and the pupils' achievement is good in English and satisfactory in mathematics. Standards in speaking and listening are below average because there are too few planned opportunities for pupils to develop their skills in lessons.

The quality of teaching is satisfactory. Specialist teaching in Years 5 and 6 helps pupils make good progress in English and mathematics but elsewhere progress is uneven. Information from assessment is not always used sufficiently for planning lessons to build on prior learning. This is particularly so in Years 3 and 4. Pupils who have learning difficulties or disabilities, including those in the assessment unit, and those who learn English as an additional language receive the support they need and make satisfactory progress.

The pupils' personal development and well-being are good. Attendance levels are below average but the school adopts very good strategies to try to improve them. Pupils are well cared for and, as a result, they feel safe and happy in school, but they are not given enough guidance to show them how to improve their work. The curriculum is satisfactory. It is enriched by visits and after school clubs that contribute well to pupils' enjoyment of school.

Leadership and management are satisfactory. Monitoring by school leaders has recently been extended but the outcomes are not used well enough to ensure that pupils make smooth progress in their learning or to take decisive action to resolve identified weaknesses in the teaching. The quality of education for children in the Foundation Stage is good. The school has made satisfactory progress since the last inspection and is well placed to improve further.

What the school should do to improve further

- Make better use of assessment information to plan lessons.
- Give pupils a better understanding of their learning and what they need to do to improve their work.
- Extend the opportunities for pupils to develop their speaking and listening skills.
- Use information from monitoring to resolve weaknesses in the teaching.

Achievement and standards

Grade: 3

Standards on entry to nursery are well below average, particularly in communication, language and literacy. Pupils make good progress in the Foundation Stage but, by the end of the reception year, standards are below those expected nationally. Sound progress is made in Years 1 and 2, but by the end of Year 2 standards remain below those expected for pupils of this age. In Years 3 and 4 pupils make satisfactory progress

but, in some lessons, learning does not build well on prior learning. However, rapid progress is made in Years 5 and 6 where the specialist teaching of literacy and numeracy has a positive impact on the pace of learning. As a result of this good teaching and the challenging targets that are set, the standards currently attained by pupils in Year 6 are broadly average and achievement is improving. Standards in English are consistently lower than they are in mathematics and science because few children attain the higher levels in this subject. However, achievement in English is good, given the children's very low starting point on entry to school.

Pupils who have learning difficulties or disabilities, including those in the assessment unit, and those who learn English as an additional language are effectively included in the life and work of the school. They make satisfactory progress and achieve as well as other pupils. The school is beginning to cater for pupils with particular gifts and talents and they achieve well in their particular area of expertise.

Personal development and well-being

Grade: 2

The pupils' personal development and well-being are good. All adults in the school work hard to raise pupils' self-esteem, therefore talents and achievements in all areas are encouraged and celebrated. Pupils make a positive contribution to the school community through the school council, by helping younger pupils, or by being a 'Buddy' in the playground. The school is a happy and harmonious place where pupils say they feel safe. Behaviour in lessons and during play is good. Pupils are confident that any incidents of poor behaviour will be dealt with swiftly and sensitively. Pupils' level of attendance is below average. This is a strong focus of school development, and very good strategies are working successfully to improve attendance and punctuality. The pupils' spiritual, moral, social and cultural development is good. Pupils say they enjoy coming to school and they are also keen to gain praise and reward. They are proud of their school, and they take good care of it.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Teaching is satisfactory in the assessment unit and consistently good in the Foundation Stage and in Years 5 and 6. In all lessons, relationships are positive because teachers know the pupils well and treat them respectfully. As a result, pupils behave well and work hard. The use of information and communication technology (ICT) contributes well to their enjoyment of learning, particularly in literacy and numeracy. Teaching assistants provide good support for pupils who have learning difficulties or disabilities and those who learn English as an additional language which enables them to take part successfully in lessons. In Years 5 and 6, the specialist teaching of literacy and numeracy results in pupils making rapid progress. This is because the teachers have good knowledge of the curriculum and

assessment is used well to ensure that activities are accurately matched lesson by lesson to pupils' prior learning. This is not the case in all classes, particularly Years 3 and 4, and, as a result, the pace of learning in some lessons is too slow. Strategies for pupils to develop their speaking and listening skills are not well embedded in teaching and therefore too many opportunities for pupils to develop these skills are missed. Older pupils are beginning to evaluate their own work and to set themselves targets for improvement. Elsewhere in the school they are less clear about their next steps in learning and what they need to do to improve. The youngest pupils in school make good progress particularly in their personal, social and emotional development. This is because teachers support them well, helping them to grow in confidence and to develop the skills they need to work effectively with others.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. All statutory subjects are taught and, in addition, French lessons have been recently introduced for pupils in Years 5 and 6. The curriculum does not include sufficient opportunities in different subjects to improve pupils' speaking and listening. Opportunities for pupils' personal, health, social and citizenship education are good. Physical development is given ample time in the curriculum and additional sport is provided through well attended out of school clubs. Healthy eating is a feature of the school's daily routines. The curriculum is enriched by a range of educational visits, including residential stays, and the school makes visits to different places of worship which contribute well to pupils' multi-cultural awareness. Improved resources for ICT have enhanced learning, and their use in lessons contributes well to pupils' engagement. The school is keen to demonstrate that this is a school where every child matters and, as a result, pupils enjoy the opportunities that the school offers them.

Care, guidance and support

Grade: 2

Standards of care are good. Child protection arrangements are thorough. Staff know the families and backgrounds of pupils very well, and there are good links to outside agencies, including 'Surestart', to ensure that pupils and their families receive appropriate help. Those pupils most at risk are identified early and supported well. Strategies that help pupils to understand their next steps in learning are underdeveloped. The school takes all reasonable steps to remove risks and conducts the required checks on staff appointments. All staff are trained in emergency first aid. Facilities such as the school's breakfast club and strategies to try to promote good attendance contribute very well to pupils' well-being and safety.

Leadership and management

Grade: 3

Leadership and management of the school and assessment unit are satisfactory. The headteacher and deputy headteacher work effectively together particularly to promote

pupils' personal development. Satisfactory action is currently being taken to raise standards in English and mathematics. This is having a positive impact on rates of progress, particularly in Years 5 and 6. A recently extended programme of monitoring is enabling all leaders to establish an accurate view of the quality of education. The leadership of mathematics and English has been further strengthened by working in partnership with external consultants. These developments contribute well to the school's capacity to further improve. However, actions to address identified weaknesses in teaching are not decisive enough and, as a result pupils' progress, particularly in Years 3 and 4, is not as good as it should be.

Self-evaluation systems provide an accurate view of the school's strengths and areas for development. They take full account of the views of pupils, and other stakeholders, and as a result the school is fully inclusive. There are plans to further improve services to families by bringing together local provision on the school site. Assessment systems are well established and information provides a clear picture of the standards pupils are attaining and the next steps they need to take in their learning. However, this valuable information is not used to best effect to improve pupils' progress or to ensure that all teachers plan lessons which build successfully on prior learning.

The governing body shares the school's commitment to ensuring that all pupils achieve well. Its members have a growing understanding of the work of the school, and are well placed to develop further their strategic leadership over the coming year.

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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	2	NA
The effectiveness of the school's self-evaluation	3	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	4	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	2	NA
The extent to which learners make a positive contribution to the community	3	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	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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

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Delaval Community Primary School

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19 January 2006

Dear Children

Thank you for your help in our recent inspection of your school. You were all very polite and made us feel very welcome.

We think that all adults care for you well, and that this helps you to feel safe in school, and to behave well. You are encouraged to act responsibly, and you do this by working for the school council, or by taking care of other pupils who need help. You told us that you like to win the Attendance Cup and that this makes you try even harder to come to school regularly, and on time. Keep up the good work!

We think that the ICT suite helps you to learn new things in an interesting way, and you told us that the whiteboards in classrooms help you to concentrate well in lessons. The after school clubs and the fun games that some teachers play mean that you enjoy lessons. We found that in some classes the things that you were asked to do didn't always help you to learn new things quickly, and teachers did not give you enough time to talk with other pupils about your learning. Because of this we have asked your headteacher and the people who work with her, to think about ways in which your lessons can be made even better. We also think that you will learn more quickly if teachers help you to understand what it is that you need to do to improve your work.

We could see that you are proud of your school by the way that you look after it, and the way you try hard to win the praise of your teachers. We wish you well for the future and hope that you all achieve great things.

Thank you again for your help, and also thank your parents for their views and opinions.

Yours sincerely

Janet Bennett

Lead Inspector