

Inspection of New Delaval Primary School

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

Inspection dates: 18 and 19 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy at school. They feel cared for and safe. Pupils form strong relationships with staff. At playtimes, pupils enjoy being energetic. They enjoy activities such as playing football and dancing. Pupils socialise well together. Pupils know that staff are on hand to help them if they have any worries.

Following the school's poor outcomes in the 2023 national assessments, the school has made significant and positive change to the way that lessons are taught. Pupils enjoy lessons. They appreciate how well teachers explain learning to them. Teachers help pupils when they find things tricky. The new approach to teaching helps pupils to remember important knowledge so that they are ready for the next step in the school's curriculum.

The school has high expectations for pupils to behave appropriately. From early years onwards, children are taught to be kind to others. Pupils behave well in lessons and at breaktimes. Pupils learn to manage strong emotions. They are well supported by staff. Pupils enjoy earning stickers and certificates for demonstrating positive behaviour.

Some pupils have leadership roles. They train to become peer mentors and help other pupils with their worries. Through the school's pastoral support, there is a strong focus on supporting pupils' mental health and well-being. Pupils understand the importance of keeping mentally and physically healthy.

What does the school do well and what does it need to do better?

Pupils returned from the pandemic with significant gaps in their knowledge. New leaders have acted to close these gaps. Despite this, the knowledge of many pupils at the end of key stage 2 in 2023 was not secure by the time pupils left the school. Leaders have worked with staff to improve the effectiveness of teaching. Pupils have received further support in order to close the gaps in knowledge in reading and mathematics. Pupils in Year 6 are now well prepared for Year 7. This includes pupils with special educational needs and/or disabilities (SEND).

The school has revised their curriculum. Staff are clear on the important knowledge that pupils must learn from early years to Year 6 in each subject. Staff focus on developing pupils' vocabulary in each subject. Work in pupils' books shows that pupils learn the school's revised curriculum content well. Occasionally, opportunities to correct misconceptions and errors are not consistently picked up by staff. This slows learning for some pupils.

The school's approach to teaching helps pupils to remember important knowledge. For example, in computing, pupils revisit prior learning about coding to create simulations. Pupils confidently recall their learning, including vocabulary. The recent changes to the curriculum mean that, in some foundation subjects, a small number

of pupils have previous gaps in their knowledge that make some new learning difficult.

Leaders have ensured staff have expert knowledge to teach phonics consistently well. Pupils learn the strategies that they need to be able to read unfamiliar words. Pupils regularly practise reading from books well matched to their knowledge of phonics. The school quickly identifies pupils who need extra help. These pupils receive effective support to help them catch up. All pupils enjoy daily story time. Teachers read from the wide range of books to help pupils to learn more about the topics they are studying. Older pupils read books such as 'Skellig' by David Almond to help them understand the importance of friendship and trust.

The school works effectively with external professionals, such as speech and language therapists, to ensure accurate assessment of need for pupils with SEND. Pupils with SEND learn the school's ambitious curriculum alongside their peers most of the time. Leaders make sure that learning is appropriately adapted to support all learners. Staff receive detailed information to ensure that they support individual pupils effectively. Pupils with SEND achieve well.

The school is taking effective action to improve attendance. Persistent absence is decreasing as a result. However, absence for some pupils remains too high. This means that some pupils miss too much learning.

The school is ambitious to provide pupils with a range of experiences to support their personal development. Character development is a particular strength. Pupils enjoy taking on roles of responsibility, such as elected members of the school council. Some pupils train to help others to manage worries or concerns. Pupils benefit from the range of experiences on offer, such as the cycling partnership, where pupils cycle to local places of interest. Pupils learn how to stay safe in the community. This helps to prepare pupils for life in modern Britain.

Staff appreciate that leaders support them to manage their workload and well-being. The whole staff team work together to improve the school. Senior leaders ensure that governors have information to check that actions are improving provision. Governors fulfil their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Misconceptions in learning are not consistently addressed across all subjects. This limits how well some pupils are able to move on to the next steps of learning. The

school should ensure that staff receive the necessary support and training to allow them to implement purposeful checks on pupils learning.

- While the school has recently improved the foundation curriculums, previous gaps in learning continue to limit progression for some pupils. The school should continue to implement the new curriculum while carefully addressing any previous gaps in pupils' knowledge in foundation subjects.
- Some pupils do not attend school often enough. This means that these pupils do not benefit as well as they could from the learning and wider opportunities that the school offers. The school should continue to implement strategies to further improve pupils' attendance.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122258
Local authority	Northumberland
Inspection number	10320369
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	251
Appropriate authority	The governing body
Chair of governing body	Ann Douglass
Headteacher	Paul Struthers
Website	www.newdelavalprimary.co.uk
Dates of previous inspection	20 and 21 March 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed to his substantive headteacher post in April 2022, having previously been the deputy headteacher. The deputy headteacher took up post in September 2022.
- The school runs a breakfast club for pupils who attend the school.
- The school runs a pre-school for two-year-old children.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher and special educational needs coordinator. The lead inspector met with two members of the governing body, including the chair. The lead inspector also held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors also considered the responses to surveys. These included responses to the pupil and staff surveys and free-text responses to Ofsted Parent View. An inspector spoke to parents at the start of the school day.

Inspection team

Kathryn McDonald, lead inspector	His Majesty's Inspector
Stephen Fallon	Ofsted Inspector
Deborah Ashcroft	Ofsted Inspector

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