

Scargill CofE (Aided) Primary School

Inspection report

Unique Reference Number	112895
Local Authority	Derbyshire
Inspection number	378600
Inspection dates	15–16 September 2011
Reporting inspector	John Horwood

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

Type of school	Primary
School category	Voluntary Aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	333
Appropriate authority	The governing body
Chair	Kate Doohan
Headteacher	Norma Ross
Date of previous school inspection	9 June 2009
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by 11 teachers. Meetings were held with groups of staff and members of the governing body, and discussions were held with several groups of pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 180 questionnaires from parents and carers, 28 questionnaires from staff and 99 questionnaires from pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is teaching of a consistent quality so that pupils can make steady progress in all classes?
- Do the provisional Year 6 national test results for 2010/11 show good progress for all pupils, and is there any variation between different groups of pupils?
- What are the particular strengths of the support provision and of the Early Years Foundation Stage which contribute to the school's effectiveness?

Information about the school

This is a larger than average primary school where the majority of pupils are taught in mixed-age classes. The vast majority of pupils are from White British backgrounds. Very few are from minority ethnic groups and none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below that found in most schools but the proportion with statements is above average. The proportion known to be eligible for free school meals is well below average. The school has recently gained the Derbyshire Personalised Learning Award and has achieved Healthy Schools status. A children's centre, which opened in September 2010, operates from the same site. A before- and after-school club is held within the school but this is privately managed and subject to a separate inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

Scargill Church of England Aided Primary School provides good quality education. It is a place where pupils are happy and have excellent relationships with each other and with adults. There is an outstanding approach to ensuring their safety which includes an exemplary system for ensuring all adults who work in school are appropriately qualified and vetted. Pupils' enjoyment is reflected in their high attendance and recognised in comments from parents and carers such as 'It was lovely to see both my daughters beside themselves with excitement on the first day back this year'.

Until very recently, pupils entered the school with skills below expectations for their age. The school has successfully improved the progress made by pupils from satisfactory to good in recent years and they reach average attainment levels at the end of Year 6. This is a result of good teaching and a good curriculum, which together, motivate pupils and encourage enjoyable learning. The proportion of lessons which are good or better is increasing. However, in a few lessons the pace of learning is variable and not all pupils are sufficiently challenged by the work set. There are no significant variations in the attainment and progress of different groups of pupils across the school, although from year to year there is sometimes a difference in the relative abilities of boys and girls. There is not, at present, a register of those pupils with particular gifts and talents. Consequently, these are not always sufficiently built upon to extend and develop them further.

The leadership and management of the school, and the work of the governing body, are good. The headteacher leads by example in her determination to create outstanding partnerships with support agencies to ensure pupils get the help they need. The quality of care is outstanding and pupils get good support and guidance, apart from the currently limited provision for supporting gifted and talented pupils. Outstanding partnerships have been developed with other schools and organisations to enhance the academic and personal skills of pupils. All staff work together as a team to help the school improve and the pupils to achieve as much as possible. Since the last inspection, many aspects of the school have improved. Teaching, progress, behaviour and how safe pupils feel have moved from satisfactory to good.

Attendance has also risen from above average to high, and partnerships and safeguarding practices are now judged to be outstanding. The school's self-evaluation is very accurate. The improvements to date, and the good leadership, management and governance confirm that there is a good capacity for sustained improvement.

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What does the school need to do to improve further?

- Raise attainment by:
 - improving teaching so that all pupils make consistently good or better progress
 - ensuring that all groups of pupils have sufficiently challenging work throughout lessons.

- Develop an up-to-date list of those pupils who are gifted and talented in order to ensure opportunities are provided for them to build upon and further develop their gifts and talents in and out of lesson time.

Outcomes for individuals and groups of pupils

2

Pupils make good progress from starting points that vary from year to year but have been below expectations. In most lessons there is a good pace of learning with the pupils’ enthusiasm clearly evident. This was seen, for example, in a Year 5/6 mathematics lesson on solving word problems. The teacher provided appropriate challenge for all pupils which led them to concentrate well and solve the problems with enjoyment. Pupils particularly enjoy lessons where learning is fun and they are active. This was evident in a Year 2 mathematics lesson where the lesson started with exercises on the playground and counting in tens. In all lessons, pupils enjoy their work, and their overall achievement is good. Pupils with special educational needs and/or disabilities, and those with statements of their special educational needs, make similar progress to their peers although their attainment tends to be lower at the end of Year 6 because of their lower starting points.

Behaviour is good in lessons and around the school. Pupils say that behaviour is good overall but that a small number of pupils sometimes misbehave. They identify with pride the many opportunities they have to take responsibility, including being a committee member on the school council, the Eco committee, the International School committee and the Personalised Learning Team. They make a good contribution to the local community and beyond by participating in community activities and by raising funds for a range of projects. Pupils’ spiritual, moral, social and cultural development is good. They have good social skills resulting in excellent relationships, and a good and respectful understanding of those from different backgrounds and cultures. Pupils also demonstrate the ability to reflect on moral issues and are very considerate to others.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning Taking into account:	2
	3

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Please turn to the glossary for a description of the grades and inspection terms

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

How effective is the provision?

Teachers' planning recognises the differing needs and abilities of pupils in the class, although this is not always sufficiently taken into account during the introductory part of the lesson which is sometimes too long. In a few of the less successful lessons, pupils found the work too easy and sometimes the pace was too slow – especially for the more able. However, the majority of teachers have high expectations of the pupils which are clearly communicated to them. Good use is made of marking to encourage pupils and show them how to improve. Assessment systems are used well to enable manageable learning targets to be set for pupils. Teachers make good use of information and communication technology (ICT) to support teaching and learning, and they involve pupils in using the interactive whiteboards during the lessons. There is a planned focus on enterprise within each class to enable pupils to develop workplace skills such as taking leadership roles and organising activities themselves. Teaching assistants work closely with pupils who need extra help, including those with special educational needs and/or disabilities, to make sure they understand the tasks and learn effectively. These pupils say they are helped to make progress by their one-to-one sessions, and that the support given in class gives them more confidence to work with their friends.

The curriculum is based on the International Primary Curriculum. It is well managed to give good opportunities for creativity and independent learning. The personalised learning initiative has given pupils a voice and influence on what and how they learn. For example, both science and ICT have been developed to give pupils much 'hands-on' experience which they really enjoy. The curriculum is enriched by many visitors and opportunities for educational visits. There are numerous extra-curricular activities including sport, art and music with a good level of take-up. The parent-teacher association has been supportive and provided resources to equip these

¹ 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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activities.

Pupils, parents and carers agree that pupils are safe and well cared-for in school. The first aid provision is excellent and all records are very well maintained. There are outstanding partnerships with external agencies and the local authority to ensure additional support for pupils’ academic and social needs. However, the school is aware that more needs to be done to support pupils who have particular gifts and talents. School records show that there are extremely effective links to support those pupils whose circumstances may make them vulnerable. There are excellent links with the secondary school, and pupils and their parents and carers say pupils are prepared well for the move. The procedures for promoting improved attendance and behaviour are robust and effective.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides good, clear leadership and is well supported in working towards her vision by an enthusiastic and skilled leadership team. The staff survey clearly shows that the staff are united in their vision for the school. The school development plan is sharply focused on raising attainment within an environment that develops every aspect of the pupil. Governance is good. Members of the governing body have a good range of skills and experience. They are increasingly holding the school to account for its performance and are becoming more involved in monitoring its improvement. The governing body fully supports the headteacher’s drive for improvement and is currently reviewing the way it operates to improve its effectiveness further. They provide strategic direction for the school and challenge when it is appropriate. Statutory requirements are fully met.

The effectiveness with which the school promotes equal opportunities is good. There is no evidence of any discrimination and pupils say that they are all treated fairly. Performance data are analysed to look for and remedy any variations in performance between groups of pupils. There is mutual trust and respect between adults and pupils and this is clearly demonstrated throughout the day. All pupils have the same opportunities for learning and participating in lessons and other school activities. Safeguarding arrangements are outstanding and responsive to circumstances. For example, the school organised safeguarding training for local schools by the local authority safeguarding officer following a matter raised by a parent. Records of the suitability of staff to work in the school are all up to date, as are risk assessments.

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Good use is made of ICT to support safeguarding, and on-line risk assessments are carried out for educational visits. Child protection procedures are very effective and staff identify and express any concerns at an early stage. Outstanding partnerships have been established to support pupils’ progress and well-being.

The senior leaders know their community well and have outstanding links with the local community, including the local church community. There are very effective links with a local special school and an inner-city primary school which have allowed pupils to have extended contact with those of different abilities and different cultural backgrounds to themselves. The school has a good link with a school in India which contributes well to pupils’ understanding of distant communities and global concerns. The governing body monitors the impact of the arrangements to promote community cohesion but the evaluation is not always sufficiently robust.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children of Reception age join the Early Years Foundation Stage from local playgroups and pre-school provision. Their initial skills are generally below average in communication, language and literacy and in knowledge and understanding of the world. Children make good progress and most achieve levels expected for their age by the end of the year. In previous years, children have entered the school with lower skills than they do now. They made good progress, but by the end of the Reception year, their skills were mostly below expectations in all areas of learning.

The indoor environment is spacious and resourced well. It enables a very flexible approach to teaching as adjacent areas can be used for group work. Because both classes contain children from the Early Years Foundation Stage and Year 1, the

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flexible approach enables the children to be grouped in single-age groups for some activities, such as developing early literacy skills. The mixed-age groupings ensure a natural progression into Key Stage 1. Teachers work well together. They plan their lessons together to ensure children in both age groups get similar provision. Within lessons, children enjoy role-play and playing together which helps them to settle quickly and develop their social skills. Teaching is good and ensures a good pace of learning. The outdoor area is used well during the day but the provision does not always focus sufficiently on supporting learning through the play activities. The monitoring of progress is good. Staff use a range of strategies to track children’s developing skills and this information is used effectively to plan their next steps in learning. These records are kept in ‘learning journals’ which are shared with parents and carers on parents’ evening. However, they are not freely available to parents and carers and do not allow for them to add information about what their child has done at home.

The children are well cared for throughout the day and all health and safeguarding requirements are met, including appropriate first aid provision. Relationships between adults and children are outstanding and this leads to good behaviour. There are outstanding relationships with parents and carers. For example, the school has responded to their requests for a more flexible start to the school day at the beginning of the first term. Leadership and management are good. The leaders are aware of the strengths of the provision and what needs to be done to develop it further. There is a strong sense of teamwork among the staff. This ensures that children’s academic and personal development is secure so that they are well prepared for Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are pleased with the school. There was a high return of questionnaires which reflected a higher level of satisfaction than in most schools. A significant number of parents and carers thought that unacceptable behaviour was not managed well. Inspectors found that the concerns refer to a small number of pupils, but that they are well managed and do not disrupt the learning of others. Some parents and carers were concerned about the limited progress their children make, but inspectors found that progress has improved in recent years. A few parents and carers made written comments such as ‘This is my fourth child through Scargill and I cannot speak highly enough of the school and what it has given my

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four individuals'. The inspection findings confirm parents' and carers' favourable views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scargill CoFE (Aided) Primary 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 inspection team received 180 completed questionnaires by the end of the on-site inspection. In total, there are 333 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	57	74	41	3	2	0	0
The school keeps my child safe	93	52	81	45	6	3	0	0
The school informs me about my child’s progress	53	29	115	64	9	5	1	1
My child is making enough progress at this school	52	29	102	57	20	11	1	1
The teaching is good at this school	60	33	105	58	6	3	0	0
The school helps me to support my child’s learning	53	29	109	61	12	7	0	0
The school helps my child to have a healthy lifestyle	62	34	115	64	1	1	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)	54	30	109	61	5	3	1	1
The school meets my child’s particular needs	52	29	109	61	13	7	1	1
The school deals effectively with unacceptable behaviour	36	20	106	59	26	14	1	1
The school takes account of my suggestions and concerns	37	21	116	64	18	10	1	1
The school is led and managed effectively	48	27	107	59	14	8	2	1
Overall, I am happy with my child’s experience at this school	74	41	96	53	7	4	1	1

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



19 September 2011

Dear Pupils

Inspection of Scargill CofE (Aided) Primary School, Ilkeston, DE7 6GU

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you, hearing your views and looking at the work you do. Your school is giving you a good education.

Here are some of the things your school does well.

- You enjoy school and attend regularly.
- You told us that you feel safe in the school and most pupils behave well.
- You all make good progress as a result of good teaching.
- There are excellent relationships throughout the school.
- Adults look after you very well and there are outstanding procedures to keep you safe
- There are excellent partnerships with other schools, such as the secondary school, which makes sure you know all about it when you move there.
- You tell us the school is very well led.

We have asked the school to do the following things to make it even better:

- ensure that you are helped to make good progress in all your lessons and in all subjects
- ensure that all of you are given work that is sufficiently challenging throughout the lesson
- produce a register of those of you who have particular gifts and talents, so that staff can help those pupils to develop them further.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood
Lead inspector

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