

Scartho Infants School

Edge Avenue, Grimsby, Lincolnshire, DN33 2DH

Inspection dates 15–16 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The experienced headteacher, supported by staff and the governing body, sets a clear direction for the school's work and is driving forward school improvement.
- Teaching is good and there is a determined drive to make it better.
- Pupils play their part in the successes of the school through their good behaviour and readiness to learn.
- Children make a good start to their school lives in the Early Years Foundation Stage.
- The successful promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work.
- Most pupils make good progress from starting points which are below average.
- The school provides a rich and varied curriculum for its pupils. Good quality displays celebrating pupils' work, especially in art, adorn walls and corridors.
- The strong governing body increasingly holds the school to account and leads its direction.

It is not yet an outstanding school because

- A small amount of teaching, mostly in Year 1, requires improvement and there is no outstanding teaching to secure outstanding progress.
- The quality of some lessons designed to help pupils link letters to the sounds they make (phonics) requires improvement.
- The regular monitoring of teaching does not focus sharply enough on how pupils learn.
- Some lessons do not enable pupils to make the best possible progress because work does not provide the right level of challenge.
- The school's procedures for checking on the progress pupils are making are not yet precise enough to enable leaders to make comparisons with what is expected nationally.
- Subject leaders are not yet involved regularly in checking on how well pupils learn in lessons.

Information about this inspection

- Inspectors visited 16 lessons, taught by seven teachers, three of which were joint observations carried out with the headteacher.
- They had meetings with governors, staff and pupils, and talked to a representative of the local authority.
- Inspectors listened to three pupils in Year 2 and three pupils in Year 1 read.
- Inspectors observed pupils' work in all classes.
- They studied a range of documents including: the school's own evaluation of its work; plans for the school's future development; records of the monitoring of the school's work, including of lesson observations undertaken by the headteacher; safeguarding policies and records; the school's analysis of data on pupils' progress and attendance information.
- The 38 responses on the on-line questionnaire (Parent View) were analysed, with inspectors taking account of views expressed.

Inspection team

Derek Pattinson, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

Full report

Information about this school

- Scartho Infants School is smaller than the average sized primary school.
- Very few pupils join or leave at times other than the usual times.
- The proportion of pupils supported at school action is below average, as is the proportion supported by school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils from minority ethnic groups is well below what is typical nationally, but is slowly rising.
- A very small number of pupils are at an early stage in learning to speak English as an additional language.
- There has been recent disruption to staffing in Year 1.

What does the school need to do to improve further?

- Improve the quality of all teaching to good or outstanding by ensuring that:
 - teachers have high expectations of what pupils can accomplish and plan activities that always provide the right level of challenge
 - pupils are always clear about what they must learn and how well they are doing
 - all lessons which link letters to the sounds they make are brisk and enable pupils to practise and repeat sounds often, building carefully on prior learning.
- Strengthen further the good leadership and management to increase the pace of school improvement by:
 - focusing more sharply on how pupils of different abilities learn, when checking on the quality of teaching
 - sharpening the analysis of progress data so that leaders have a more precise measure of pupils' achievements to compare against national expectations
 - ensuring that subject leaders have regular opportunities to check on how well pupils learn in lessons
 - forging the strongest possible links with parents so that all fully understand the school's work and support its drive to increase attendance.

Inspection judgements

The achievement of pupils is good

- Most pupils achieve well. Most children start school in the Nursery with skills that are, increasingly, below what is typical for their age, especially in language development. By the time pupils leave at the end of Year 2 standards in reading, writing and mathematics are average and have been so for the past five years. Overall attainment has slowly risen since 2010. Indeed, in the 2012 national assessments many more pupils achieved the higher level 3 in mathematics than nationally. Work in pupils' books and predictions from the school's rigorous tracking of pupils' progress indicate that similar standards will be maintained this year, despite the upheaval caused by staffing issues in Year 1.
- The achievement of disabled pupils and those who have special educational needs is good. For example, in 2012 the small group supported at school action made better progress than the same group nationally in reading and writing.
- The attainment of pupils supported through the pupil premium, although not as high in reading, writing and mathematics as that of other pupils, still compares favourably with attainment nationally for this group. In mathematics in 2012 this group performed a little better than the same group nationally. Funding for them is being increasingly carefully targeted to help narrow any gaps further. This provides evidence that equality of opportunity is high profile in the school's work.
- Children in the Early Years Foundation Stage make a good start to their school lives as they move through the Nursery and Reception classes because of mostly good teaching and provision. For example, in lessons observed, children in the Nursery made good progress in developing their counting skills while Reception children made good progress in writing about the guinea pig visit.
- Pupils continue to make mostly good progress as they move through Years 1 and 2, although they make faster progress in Year 2 where teaching is strongest. For example, Year 2 pupils developed their vocabulary and sentence structure when writing an exciting story called 'The Mystery of the Key', while in mathematics, more-able pupils used cubes to find one-quarter of numbers.
- Pupils make good progress in reading, despite weaknesses in the teaching of phonics. This is because adults often hear pupils read and books are at the right level to help them make good progress. As a result, they are learning to read with increasing fluency and accuracy for both pleasure and information.
- Developing pupils' writing is high profile in the school's work. As a result, pupils are increasingly writing for different purposes. For example, they compile instructions, describe characters in a story and learn to write in chronological order.

The quality of teaching is good

- A wide range of inspection evidence showed teaching to be good. There is a small amount of teaching that requires improvement, mostly in Year 1 and of phonics.
- Teaching in the Early Years Foundation Stage is almost always good. All adults work hard to engage children in conversation, stimulate their curiosity, extend their knowledge and nurture independence. For example, some children excitedly built a large tower counting how many blocks before it fell over, while others outside practised their balancing along a prepared route.
- Teaching in Year 2 is usually good. Typical of the most effective teaching was a Year 2 lesson in which pupils were developing their understanding of chronological order in non-fictional writing. In this lesson, pupils made good progress because work was matched to their needs, the teacher's subject knowledge was secure, resources were carefully chosen to extend learning and pupils knew precisely what was required of them.
- A small amount of teaching has shortcomings and requires improvement. For example, teachers'

expectations of what pupils can accomplish are not always high enough and as a result activities are not always at the right level of challenge. Not all teachers make clear to pupils what they must learn and how well they are doing.

- Relationships at all levels are good and teachers use encouragement and praise effectively to enhance self-esteem. This ensures that pupils are keen to learn and there is a strong working atmosphere.
- Much teaching of reading and writing is effective. However, some teaching of the links between letters and sounds requires improvement. This is because sessions are not brisk enough and provide too little opportunity for pupils to work independently, to practise new sounds or to challenge more-able pupils.

The behaviour and safety of pupils are good

- Pupils, including those who may be vulnerable due to their circumstances, enjoy school, describing lessons as 'interesting' and 'fun'. Most attend well and arrive punctually. Attendance overall is broadly average, due to the school's hard work to promote it.
- Behaviour in lessons, in the playground and around the school is almost always good and sometimes it is excellent. For example, in year group assemblies observed during the inspection, pupils behaved impeccably and were a credit to the school. Pupils behave well in the dining hall, socialising together happily. Their behaviour is especially good when lessons inspire them to learn, such as, when pupils were writing about the life of Mary Seacole. However, pupils occasionally become restless when they are required to sit on the carpet for too long.
- Behaviour is invariably managed well, such as during the 'Achievement' assembly when pupils awaited with eager anticipation and much excitement the 'Smart Class Award', enthusiastically showing appreciation for the winning class. They have an awareness of bullying, say that most pupils behave well and 'when someone doesn't, teacher deals with it straightaway'. They like the school's rewards and sanctions, considering them fair.
- Pupils demonstrate positive attitudes to learning at all times. For example, Nursery children adding plastic figures to a floating boat concentrated hard as they counted the number added before it sank!
- Almost all parents are overwhelmingly positive about behaviour. They believe, rightly, that pupils' spiritual, moral, social and cultural development is at the heart of the school's work. Its importance is reinforced at assemblies, which place strong emphasis on following school rules and working together. As a result, pupils are polite and well-mannered. For example, they hold doors open for visitors, and treat each other and all adults with respect.
- Pupils say they feel safe and secure. For example, they know why visitors wear badges and why some doors are locked.

The leadership and management are good

- The experienced headteacher provides an effective steer for the school's work. She is ably supported by her deputy headteacher, staff and governors. There is good team spirit and all are committed to continued improvement.
- Secure arrangements for managing teachers' work, supported by professional development and linked to pay progression, are given much emphasis. As a result, teachers are increasingly held to account for the progress that pupils make. The arrangements have also helped to improve teaching through the headteacher's regular and accurate checks of its quality. However, checks do not yet focus clearly enough on how well teachers help pupils make good progress, in order to drive up standards further. Furthermore, checks rarely involve subject leaders so that they can acquire the best possible overview of what needs doing.
- The local authority provides regular challenge and support, such as leading staff meetings and helping teachers to improve lesson-planning.

- Leaders immediately identified, following Year 1 pupils' disappointing results in the 2012 national phonics screening check, that work was needed to help boost performance in early reading skills. The initiatives introduced, supported by the local authority, are proving successful and predictions for this year show significant improvement. Priorities for development are, therefore, the right ones and there is rigour in the pursuit of them. Issues from the previous inspection have been tackled successfully.
- Rigorous and regular checks on test results and of pupils' progress from an analysis of data, help leaders to set challenging targets for improvement and to identify how well pupils are performing so that any who are falling behind can be given extra help. However, leaders do not yet have precise information about how well pupils are doing compared to what is expected nationally. This restricts their ability to help pupils make the best possible progress.
- Visits, such as to Cleethorpes and the Humber Bridge, clubs, such as Lazytown and yogabugs, and activities, such as gardening and cake-making, provide evidence of the rich and varied curriculum that the school provides for its pupils. Good quality displays, which celebrate pupils' achievements, especially in art, adorn walls and corridors. For example, pupils in Key Stage 1 completed striking 'starry night' pictures and recreated Monet's 'Water Lily Pond', while children in the Early Years Foundation Stage completed pastel drawings of toys and bubble paintings.
- Most parents are supportive of the school although a few hold negative views. For example, a small number does not believe that the school is led and managed well or that the school responds well to concerns raised. Inspectors judge that the school is led and managed well.
- **The governance of the school:**
 - The governing body challenges and supports the school well, and holds leaders increasingly to account for standards and achievement. It has good knowledge of procedures to check on the performance, school data, and the quality of teaching. It clearly understands where the school's priorities lie and what further action needs to be taken to help it improve further. Statutory duties are fulfilled and financial management is secure. Governors ensure that pupil premium funding benefits relevant groups. Safeguarding policies and procedures are fully understood, met and regularly reviewed.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117956
Local authority	North East Lincolnshire
Inspection number	412543

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Gary Maddison
Headteacher	Andrea Todd
Date of previous school inspection	20 October 2009
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