

# Scargill Junior School

Mungo Park Road, Rainham, Essex, RM13 7PL

**Inspection dates** 22–23 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress requires improvement. This is because too few pupils are making good progress especially in mathematics.
- On occasion some disabled pupils and those with special educational needs do not make enough progress in mathematics because teachers do not take sufficient account of their starting points.
- Not enough teaching is good because not all teaching builds upon what pupils can already do or provides the level of challenge which pupils require in order to make good progress.
- Leaders do not ensure that all teachers make full use of information from assessments of pupils' learning to plan and reshape lessons to enable all pupils to achieve well.
- The special educational needs coordinator and subject leaders have not been able to make a full contribution to improving teaching because, until recently, their roles were underdeveloped.
- Leaders' and governors' plans to improve the school lack detail, and do not set sufficiently challenging targets to raise pupils' progress to good in all year groups. The plans lack clear enough arrangements to monitor and evaluate success.

### The school has the following strengths

- Relationships between staff and pupils are good and the headteacher has the unanimous support of the staff.
- Pupils' progress in reading is accelerating from Year 3 and attainment in English is improving. This is because pupils are receiving better feedback and this is helping them to improve their writing and make better progress.
- Pupils are polite and well mannered. They take an active part in contributing to the life of the school and are enthusiastic about initiatives to improve behaviour. They feel safe and any issues related to bullying, when they occur, are dealt with swiftly.
- Pupils' spiritual, moral, social and cultural understanding is developed well.

## Information about this inspection

- Inspectors observed 10 teachers and visited 19 lessons, including four joint observations with the headteacher and one joint observation with the deputy headteacher. Inspectors observed assemblies and listened to pupils read in guided sessions.
- Inspectors held discussions with the local authority’s representative, two representatives from the governing body, leaders responsible for mathematics, special educational needs, information and communication technology (ICT), history and music, and a selection of pupils from each class.
- Pupils’ work in their books was scrutinised and inspectors looked at displays of work around the school.
- Inspectors also scrutinised teachers’ lesson plans, plans to improve the school, minutes of meetings of the governing body, the school’s audit of special educational needs, records detailing the monitoring of the quality of teaching, behaviour analyses, procedures to keep pupils safe and current attendance records.
- Inspectors examined the school’s current performance and data from teachers’ assessments. Inspectors also evaluated historical performance data of pupils over the last three years.
- Inspectors took account of 23 responses to the on-line Parent View survey, 20 responses to the staff survey and spoke to some parents and carers at the school.

## Inspection team

Raymond Prentice, Lead inspector	Additional Inspector
Peter Thrussell	Additional Inspector
John Vine	Additional Inspector

## Full report

### Information about this school

- This is an average-sized junior school. Some pupils are taught in single-age classes and others in mixed-age classes.
- The very large majority of pupils are of White British heritage. A small number comes from minority ethnic backgrounds, the largest being Black African.
- The proportion of pupils with special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The number of pupils for whom the school receives the pupil premium (additional funding for looked after children, pupils eligible for free school meals and children of service families) is below average. There are currently no children of service families or looked after children in the school.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress at the end of Year 6.

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

- Raise the quality of teaching and pupils' achievement, particularly in mathematics, so that they are at least good by:
  - using information from assessments of pupils' attainment to set work which is precisely matched to pupils' different needs, especially disabled pupils and those with special educational needs
  - ensuring all staff use the right resources to support the teaching of mathematics to enable all pupils to develop their understanding, especially those who find mathematics difficult
  - raising teachers' expectations of what pupils can achieve and the amount of work which pupils complete each day.
- Improve the quality of leadership and management by:
  - setting ambitious targets for the attainment and progress of every pupil, class and year group
  - ensuring plans for improvement are based on a detailed analysis of the school's weaknesses, linked to measurable outcomes for pupils and timescales, which define exactly what needs to be done and by whom
  - making sure leaders are able to improve the quality of teaching, particularly in mathematics, by sharing best practice
  - using data about pupils' progress to effectively hold teachers to account through performance management procedures.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The achievement of pupils requires improvement because progress in mathematics is comparatively weaker than in other subjects.
- Overall standards in English and mathematics are rising year on year because pupils are making stronger progress than was previously the case. School leaders recognise that in-year targets are not set high enough to ensure pupils make good progress from their starting points.
- Teaching in mathematics is not consistently good and this means that too few pupils are making the accelerated progress of which they are capable. This is because the work set for them does not always provide the right level of challenge to secure and sustain good progress, particularly in Years 3, 4 and 5.
- Pupils' progress in reading is now accelerating from Year 3 and attainment in English is average. While there is more to be done, better feedback to pupils on their writing clearly indicates what pupils have to learn. This is helping pupils to improve the quality of their work which has led to an improvement in the number of pupils making good progress.
- Pupils' work is assessed accurately and relatively new tracking systems are helping teachers to identify any areas of underperformance. However, teachers and managers are not using this information precisely enough to tackle any underachievement swiftly.
- The progress of disabled pupils and those with special educational needs requires improvement. Current assessments of pupils in Year 6 show that too few pupils made good progress, especially in mathematics.
- The attainment of pupils supported by the pupil premium is similar to their peers and requires improvement. Pupils eligible for free school meals left the school last year one term behind their peers in English and mathematics. Some pupils from minority ethnic groups are making better progress than their peers.

### The quality of teaching

### requires improvement

- The quality of teaching is variable and requires improvement to be good. Teaching in mathematics does not consistently build on what pupils can already do and the level of challenge provided is often too low. As a result, pupils do not make enough progress in this subject.
- Teachers do not always provide suitable mathematical resources to help pupils visualise and understand the calculations they tackle and, as a result, gaps in pupils' knowledge and understanding remain and progress in mathematics is hampered. In particular, disabled pupils and those with special educational needs find it difficult to apply their skills when faced with unfamiliar or more challenging problems.
- In other lessons, where the quality of teaching is less than good, pupils do not complete enough work because introductions to lessons can take too long and pupils waste valuable learning time when they could be working more actively.
- In the better lessons, the learning moves at a brisk pace and tasks are matched carefully to the needs of different pupils. Teachers have high expectations of what pupils can do and use lively and imaginative activities that capture pupils' interests and enable pupils to make good progress.
- The teaching of writing and reading is more effective than in mathematics because the methods for letting pupils know what they must do to be successful are clear, pupils understand them and are beginning to assess themselves against these criteria. A new approach to the teaching of reading has brought about impressive gains in pupils' progress at Key Stage 2.
- The quality of support and guidance for disabled pupils and those with special educational needs is variable. In the best lessons, teaching assistants support pupils well, and good collaboration and communication between pupils enable them to help each other with their learning activities. However, this is not the case in all lessons.

- Pupils are not consistently aware of the targets for their learning, particularly in mathematics, and what they need to learn to make good progress.
- Pupils particularly enjoy the use of ICT in many curriculum areas and its use is well developed across the school. High quality displays of pupils' work demonstrate the wide range of topics studied and the breadth and appeal of much of the school's curriculum.

### **The behaviour and safety of pupils**

### **require improvement**

- Pupils' interest in some lessons, particularly in mathematics, wanes when suitable resources are not used to support their learning and capture and sustain their interest.
- Pupils are proud of their school and they are polite and well mannered. They are confident and have good relationships with adults, which contribute to the school's happy and caring ethos.
- Initiatives to improve pupils' understanding about rights and responsibilities are particularly appreciated by the pupils and they report that they feel safe because adults make the school a safe place to be.
- Staff are consistent in their expectations of appropriate behaviour and this helps pupils know the rules of the school well.
- Pupils report that the school takes their views seriously, that staff listen to them and deal effectively with inappropriate behaviour such as bullying. Pupils are well aware of different types of bullying, and staff, parents and carers believe pupils' behaviour is good.
- Attendance remains average, but has improved slightly as a result of the school tackling persistent absence through working closely with the local authority.

### **The leadership and management**

### **require improvement**

- Leadership and management require improvement to become good because not all leaders have been able to make a full contribution to improving teaching and raising standards.
- Some leaders are taking on additional responsibilities in leading other subjects and aspects of the school's work. However, this process is at an early stage and although there are some positive signs, for example in the changes for the provision for disabled pupils and those with special educational needs, it is too soon to see the full impact of this work.
- Joint lesson observations carried out with the inspection team confirm that senior leaders have an accurate view of the quality of teaching. The headteacher has successfully led improvements in reading and writing over the last year, but recognises that not enough teaching is good in all subjects and this is limiting pupils making as much progress as they should.
- More sophisticated tracking systems that show whether pupils reach the highest levels and demonstrate how much progress they are making have been put in place. As a result, teachers are increasingly being held to account for the impact their teaching is having on pupils' learning.
- The school improvement plan sets clear priorities to tackle the school's most important weaknesses. Improvement planning in some aspects of the school's work, for example in mathematics, is not detailed or precise enough so that the impact on the progress and achievement of pupils can be easily monitored and evaluated.
- The local authority has provided light touch support for the school. This is because it rightly judged that the school's capacity to drive improvement from within had been demonstrated. Performance management procedures are not yet used effectively to ensure that the progress pupils make each year and across Key Stage 2 is high enough to secure good outcomes for all.
- Joint working with the neighbouring infant school is not effective as it could be, particularly in building upon what pupils already know so that they make swifter progress in mathematics as they move into, and through, Year 3.
- The curriculum has many aspects which appeal to pupils' interests, particularly in art and ICT, and ensures that the development pupils' spiritual, moral, social and cultural understanding is good.

**■ The governance of the school:**

- The governing body undertakes regular training and is committed to improving and supporting the school. Governors visit the school regularly and recognise the improvements in reading and writing. They know the strengths of the school well and where improvements are needed, but do not yet have sufficient knowledge about the quality of teaching. While governors increasingly understand the school's performance information, their knowledge of how the school's data compare with other schools nationally is weak. A lack of precision and detailed achievement targets in the school improvement plan hamper governors' ability to make effective checks on the school's work. Governors analysed the performance of pupils for whom the school received the pupil premium last year, but do not know the performance of pupils currently supported by this funding. A new performance management policy has been introduced, although it is too soon to see its impact in terms of sustained improvement. Governors ensure that safeguarding procedures meet requirements. The governing body has recently begun to work more closely with the neighbouring infant school so that their policies align.

## 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

<b>Unique reference number</b>	102281
<b>Local authority</b>	Havering
<b>Inspection number</b>	413086

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

<b>Type of school</b>	Junior
<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>	287
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Campbell
<b>Headteacher</b>	Amanda Ireland
<b>Date of previous school inspection</b>	9–10 February 2010
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