

Scawby Academy

West Street, Scawby, Lincolnshire, DN20 9AN

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher, supported by the deputy headteacher and other leaders, staff and the governing body, sets a clear direction for the academy's work and is successfully leading the drive to raise standards further.
- Teaching is good, with much in Years 5 and 6 that is outstanding. The best teaching moves learning on rapidly because work is challenging for pupils of all abilities.
- Pupils contribute to the successes of the academy through their excellent behaviour and readiness to learn.
- Most pupils make good progress from their average starting points. They attain standards which are above, and often well above, average by the time they leave Year 6.
- Pupils' spiritual, moral, social and cultural development is exemplary and is at the heart of the academy's work.
- Children make a good start in the Early Years Foundation Stage because of good teaching.
- Most parents hold the academy in high regard and rightly believe that the academy's work to keep pupils safe and secure is good.

It is not yet an outstanding school because

- Progress is not as rapid in Key Stage 1 as it is in the Early Years Foundation Stage and in Key Stage 2. This is because teaching in Key Stage 1 requires improvement.
- Pupils in Key Stage 1 do not write or read often enough to ensure that they make best possible progress.
- Standards in writing are not as high as in mathematics and reading.
- The teaching of linking letters to the sounds they make (phonics) requires improvement.
- Teachers in some classes do not give enough attention to improving pupils' spelling, grammar and punctuation and to the presentation of work in pupils' books.

Information about this inspection

- The inspectors visited 14 lessons taught by seven teachers; four were joint observations, two with the executive headteacher and two with the executive deputy headteacher.
- They held meetings with governors, staff and pupils and talked to the academy improvement partner.
- Inspectors listened to three pupils in Years 1 and 2 read.
- They observed pupils' work in all classes, especially focusing on Years 1, 2, 4, and 6.
- Inspectors studied a range of documents including: the academy's own evaluation documents; plans for the academy's future development; outcomes of leaders' monitoring of lessons and monitoring records; minutes from a recent visit by the academy's improvement partner; the governing body's record of meetings; safeguarding policies and records; the academy's analysis of data on pupil progress and attendance information.
- The 50 responses to the on-line questionnaire (Parent View) were analysed. Inspectors also studied questionnaires completed by staff.

Inspection team

Derek Pattinson, Lead inspector

Additional Inspector

Claire Fisher

Additional Inspector

Full report

Information about this school

- This academy is smaller than the average-sized primary school.
- There are more boys than girls. The proportion of boys is above the national average.
- The proportion of pupils eligible for the pupil premium is well-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 who are looked after by the local authority.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The academy meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Most pupils are White British. With very few exceptions, pupils speak English as their first language.
- Scawby converted to become an academy on 1 April 2012. When its predecessor school, Scawby Primary School, was last inspected by Ofsted, it was judged to be good.
- Scawby Academy is one of two schools in a multi-academy trust; both schools share an executive headteacher, executive deputy headteacher and governing body.
- The executive headteacher and deputy headteacher were appointed in September 2012.
- The academy holds a number of awards including the Basic Skills Quality Mark for the third time, the Artsmark Gold Award for the second time and the Sainsbury's School Games Gold Kitemark.

What does the school need to do to improve further?

- Ensure that all teaching is at least good, with more that is outstanding, in order to accelerate progress and raise attainment further in reading, mathematics and particularly writing, especially in Key Stage 1, by:
 - ensuring that all activities are challenging and that no learning time is wasted
 - checking that all pupils are clear about what they have to learn and how well they are doing
 - making sure that marking always helps pupils to improve
 - giving more attention to improving pupils' spelling, grammar and punctuation
 - providing more opportunities for pupils in Key Stage 1 to read more often and to write for different purposes
 - making sure that the teaching of phonics (linking letters and sounds) is consistently good, with lively and engaging activities to help make pupils' learning fun.

Inspection judgements

The achievement of pupils is good

- Most pupils achieve well from their individual starting points and reach standards which are above, and often well above, average by the time they leave Year 6, although standards since the academy opened have been higher in mathematics and reading than in writing.
- Children enter the Early Years Foundation Stage with skills that are broadly typical for their age. The warm, caring and supportive approach of all adults, combined with the mostly good teaching and provision, ensures that they steadily develop knowledge, skills and understanding as they move through their Reception Year. As a result, the skills of many are a little above those that are expected for their age when they move into Key Stage 1.
- In the most recent national checks at the end of Key Stage 1 on pupils' ability to link letters to the sounds they make (phonics), more boys and girls than nationally met the expected standard. However, in the early stages of learning to read, teachers do not always ensure that activities to promote the teaching of letters and sounds are lively and engaging to help pupils' learning. Nevertheless, from average starting points, the proportions of pupils reaching and exceeding expected levels in reading are well above the national average by the end of Year 6.
- Progress in reading, writing and mathematics in Key Stage 1 is not as rapid as in Key Stage 2 because teaching is not as strong. Furthermore, pupils in Key Stage 1 do not have sufficient opportunities to write for a wide range of purposes. Nevertheless, pupils still make steady progress overall as they move through Years 1 and 2.
- Progress in reading, writing and mathematics accelerates in Key Stage 2 and even more rapidly in Years 5 and 6, where teaching is often outstanding. As a result, most groups of pupils make at least expected progress, with many making better than that, including for those who are disabled or who have special educational needs. For example, pupils with special educational needs did better in mathematics and especially in reading by the end of Key Stage 2 in 2013 than the same group nationally, although this was not the case in writing.
- The academy's tracking information and inspection evidence for the current Year 6 indicate that standards are likely to be well above average standards from average starting points when they entered the key stage. Increasing numbers of pupils make expected and better than expected progress in mathematics, reading and writing. This increasingly positive picture of accelerating progress and rising standards also provides evidence that equality of opportunity and tackling discrimination is given much emphasis by the academy.
- Pupils receiving support through the pupil premium, including those known to be eligible for free school meals, were a term behind other pupils in the academy in mathematics and reading in 2013. In writing, they were over four terms behind. However, this was an exceptional year with a much higher proportion than average of pupils with special educational needs.
- Current checks and future projections show a very different picture, with eligible pupils performing at least as well as other pupils. Indeed, progress is accelerating in all areas and attainment gaps are rapidly closing. This is because leaders are tracking pupils' progress rigorously and regularly so that additional support can be immediately provided where pupils are starting to fall behind so that they can quickly catch up.
- The achievement of the most able pupils is good from their individual starting points. This is because work is increasingly matched to their precise needs to enable them to make progress. However, this is much more evident in Key Stage 2 than in Key Stage 1, where work is sometimes not matched to pupils' precise needs. Nevertheless, in 2013 by the end of Key Stage 2, the proportions of pupils achieving the higher Level 5 in mathematics and reading were above the national picture, although they matched the picture nationally in writing.

The quality of teaching is good

- A wide range of inspection evidence showed teaching to be securely good, with much that is

outstanding in Years 5 and 6. Many more positive than negative features were seen. However, some teaching was seen in Key Stage 1 that was not good. Nevertheless, teaching over time is good and has secured above and well above average standards from average starting points for the last five years.

- Teaching in the Early Years Foundation Stage ensures that children make a good start to their learning. Most adults work hard to engage children in conversation, stimulate their curiosity, extend their knowledge, develop important skills and nurture independence. For example, children make better than expected progress when they learn about nocturnal animals, sort and discuss items from a supermarket shopping bag and write about what they did at the weekend.
- Typical of the most effective learning in Key Stage 2 was when pupils were inspired to write a report based on a crime scene. Pupils made excellent progress because planning was thorough and detailed, resources were used imaginatively, pupils knew exactly what was required of them with no learning time wasted and work challenging for all abilities.
- These very positive features which ensured that pupils made very good progress were also observed in Year 6 when pupils' writing sought to influence the reader's views.
- Strong relationships underpin learning and teachers give their pupils much encouragement. This ensures that pupils' attitudes to learning are exemplary.
- Teaching assistants skilfully ensure that pupils with special educational needs and those who receive additional funding through the pupil premium make similarly good progress to that of other pupils.
- However, some teaching in Key Stage 1 has shortcomings which limit progress. For example, weaker organisation sometimes means that learning is slower and restricts pupils' opportunities to think things out for themselves. Sometimes pupils are not clear about what they have to learn or how well they are doing. Occasionally, work is too easy or too hard. Marking is not used consistently well to help pupils improve.
- There is room for improvement in the teaching of reading and writing in Key Stage 1, although teaching is effective in ensuring that pupils read and write with increasing confidence in Key Stage 2. For example, pupils write for different purposes, such as in Year 6, where examples of pupils' writing include biographies and diary entries, as well as writing linked to topic work on, for example, Charles Darwin and the Great Wall of China. Nevertheless, in some classes, teachers give too little attention to improving pupils' spelling, grammar and punctuation and to the presentation of their work.

The behaviour and safety of pupils are outstanding

- Behaviour of pupils is outstanding. This is underpinned by excellent relationships at all levels and is confirmed by records, observations and discussions with pupils. The high quality relationships are based on trust and respect between pupils and their teachers and other adults. Indeed, pupils' spiritual, moral, social and cultural development, with its very strong emphasis on care and consideration for others, is at the heart of the academy's work and is exemplary.
- Pupils' conduct around the academy is often excellent and never less than good. For example, they enter the hall for assemblies quietly, listen respectfully, answer politely and usually show sustained concentration. These positive features were observed in a whole-academy singing session in which pupils behaved impeccably and sang joyfully and tunefully, while older pupils showed considerable maturity as they carried out their responsibilities to support the session.
- Behaviour in lessons is usually of a high order. For example, pupils in Year 4 behaved sensibly and responsibly when improvising in the academy grounds to help them write a play script, while pupils in Year 3 enthusiastically carried out a playground investigation to help them represent information in a bar chart. Even on rare occasions when pupils are required to listen for too long, almost all pupils still demonstrate very good listening and a thirst for knowledge.
- Behaviour is managed consistently well. The need for teachers to reprimand pupils is very rare because pupils are so well-motivated and fully involved in their work. Pupils like and understand the reward system, involving the regular use of merits and certificates, believing it to be fair.

- Pupils are unreservedly positive about behaviour. Pupils know about different forms of bullying, including the dangers posed by the Internet, say that 'it never happens here' and say there is no racism. Pupils say that fall-outs in the playground are very rare, always quickly dealt with and almost all the time pupils work and play very happily together.
- Most parents are similarly very positive about behaviour. Inspectors found no evidence to support the negative view of a small number of parents that leaders do not deal effectively with bullying on the rare occasions when it occurs.
- The work of the academy to keep pupils safe and secure is outstanding. Pupils report that they feel safe, a view overwhelmingly supported by parents. Pupils comment positively about the well-supervised playground and the high level of security for visitors.
- Pupils enjoy the academy immensely because they say that 'there is a never-ending stream of care' that 'teachers make their learning fun' and that 'all adults help them learn'. This helps to explain their good punctuality and above average attendance.

The leadership and management are good

- The executive headteacher, ably supported by the deputy headteacher, other leaders, staff and the governing body, provides a highly effective steer to secure further improvement for the academy. The local authority has worked effectively with the academy to help provide well-focused challenge and support, such as through its support of leaders to improve the quality of teaching. A relentless drive to secure the highest possible standards has been established. As a result, targets to ensure that most pupils make better than expected progress over time are likely to be met in reading, mathematics and writing.
- All staff are committed to continued improvement. There is good team spirit and morale is high. Professional development, informed by secure arrangements to check the performance of staff, is given much emphasis. As a result, the leadership of teaching is good. For example, leaders know about the weaknesses in Key Stage 1 and have already begun to take steps to secure consistently good teaching across the key stage, although this work is in its early stages. Furthermore, a determined drive to improve the Early Years Foundation Stage has been successful.
- Priorities for development are the right ones to help secure further improvement and there is rigour in the pursuit of them. Targets have precise time frames and clear steps to success so that leaders can measure effectively the impact of their work. Subject leaders know what works well and what needs doing, and they check provision and standards in their subjects regularly. Furthermore, they have clear and thorough plans for the future development of their subjects.
- The academy's own assessment information and checks on test results provide accurate information about how well pupils are doing from when they join the academy to when they leave. As a result, leaders are able to give immediate support to those falling behind and also set challenging targets to help increase the number of pupils making excellent progress. Regular reviews indicate that the progress of almost all pupils is accelerating.
- There are themed events, such as the Chinese New Year, and visits to the local church and Robinwood, an outdoor centre. Dressing up for World Book Day and a wide variety of displayed work, including investigative work and the creation of a movie for 'You Tube' all contribute to a rich and varied curriculum. Clubs, such as badminton, cheerleading and gymnastics help also to extend pupils' learning.
- Good financial management ensures that the new primary sport funding has been used wisely to introduce sports ambassador training for pupils and additional swimming sessions and after-school clubs. Additional professional development to aid teachers' planning for physical education has also taken place. As a result, pupils are developing healthy lifestyles, better physical well-being and are beginning to improve their performance.
- Safeguarding and child protection arrangements meet requirements. For example, arrangements for access to the building are secure to ensure that pupils are safe.
- Parents are overwhelmingly positive about the academy. Indeed 96% of parents who completed

the on-line questionnaire on Parent View would recommend the academy to another parent. A very small number hold negative views, for example, believing that the academy is not well led and managed. However, inspectors found that the leadership and management of the academy are good.

■ **The governance of the school:**

- The governing body has substantially increased its involvement in the work of the academy since its conversion to an academy, for example, by attending training on performance data analysis. Governors know how leaders measure pupils' progress and that ambitious targets have been set to raise standards further. The governing body clearly understands where the academy's priorities lie and what action needs to be taken, such as to accelerate pupils' progress in Key Stage 1. Governors know how teachers' performance is measured and ensure that it is linked to pay progression and through the achievement of rigorous targets. They know that pupil premium funding is used wisely to ensure that pupils who benefit are, in most cases, making better progress than the same group nationally. As a result, the governing body is increasingly effective in leading the academy's direction and holding it to account.

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	138086
Local authority	North Lincolnshire.
Inspection number	425958

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

Type of school	Academy Convertor
School category	Non-maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Alan West
Executive Headteacher	Gareth Nichols
Date of previous school inspection	Not previously inspected
Telephone number	01652 654322
Fax number	01652 657711
Email address	admin.scawby@northlincs.gov.uk

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