

Scartho Junior Academy

Edge Avenue, Grimsby, North East Lincolnshire, DN33 2DH

Inspection dates 18–19 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school because

- Pupils achieve well relative to their individual starting points.
- An above average proportion of pupils attain the standards in reading, writing and mathematics expected for their age by the end of Year 6.
- The proportion of pupils that attain the higher levels in reading and mathematics is higher than the national average.
- Teaching is good with some that is outstanding and this is why pupils are making good progress.
- Standards of behaviour and safety are good. The positive attitudes pupils adopt during lessons help them to progress.
- The headteacher and senior leaders provide good leadership and have a clear understanding of the academy's strengths and areas requiring development.
- The governing body is effective in monitoring the work of the academy and holding leaders to account.

It is not yet an outstanding school because

- The proportion of pupils attaining the higher levels in writing is not as high as it should be.
- Those responsible for improving pupils' writing skills further do not have a sufficiently clear understanding of what needs to be done and are not moving swiftly enough to bring about the improvement required.

Information about this inspection

- Inspectors observed parts of 16 lessons, one of which was undertaken with the headteacher.
- Inspectors held meetings with the headteacher, deputy headteacher, middle leaders for reading, writing and mathematics, and the Chair and vice-chair of the Governing Body. A discussion also took place with a group of pupils.
- A number of pupils across the school were heard to read.
- A range of documentation was considered including: the academy's self-evaluation; an analysis of the academy's progress data; records of monitoring of teaching and learning; arrangements for performance management; the improvement plan and minutes of meetings held by the governing body.
- The inspection team considered 30 responses to the on-line questionnaire, Parent View. Eighteen responses to the staff questionnaire were also taken into account.
- During this inspection, inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Christopher Keeler, Lead inspector

Her Majesty's Inspector

Victoria Johnson

Additional Inspector

Full report

Information about this school

- Scartho is an average-size junior school.
- The proportion of pupils known to be eligible for pupil premium funding is below that found nationally. (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 that are looked after by the local authority.)
- The proportion of pupils identified with special educational needs and those with disabilities, and of pupils who speak English as an additional language, is below average.
- The academy meets the government's targets for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise achievement in writing further so that more pupils attain the higher levels by:
 - ensuring that during English lessons there is a better balance between the teaching of grammar and punctuation and chances for pupils to apply these skills in independent writing activities
 - providing more regular opportunities for pupils to write at length, including more well planned opportunities to write in other subjects other than English
 - ensuring that teachers' comments in pupils' books clearly indicate how they may improve so that they make quicker progress
 - improving the quality of handwriting throughout the school so that it is consistently good in all subjects
 - celebrating pupils' achievements in writing through good quality displays in classrooms.
- Improve leadership and management by:
 - identifying the steps that need to be taken to improve the quality of pupils' writing further and implement an action plan to address them without delay.

Inspection judgements

The achievement of pupils

is good

- Throughout Years 3 to 6, pupils make good progress relative to their starting points as a result of good teaching. Attainment at the end of Year 6 is good. In 2013, the proportion of pupils reaching the expected level for their age in reading, writing and mathematics was above the national average.
- Discussion with pupils, an in-depth review of the academy's information on pupils' progress from their point of entry and the work in pupils' books suggest that this level of performance is on track to rise in 2014.
- The proportion of pupils, particularly the most able attaining the higher levels in mathematics and reading is higher than the national average. However, this does not apply to writing which could be a lot better. Senior leaders have correctly identified writing as a priority for improvement.
- The main reason why fewer pupils are achieving the higher levels in writing than in mathematics is because the teaching of grammar and punctuation is not sufficiently incorporated into pupils' independent writing. Furthermore, pupils do not write at length regularly enough particularly in subjects other than English.
- A review of pupils' work shows that the standard of pupils' handwriting has improved during the academic year, however, there remains room for improvement. Far too many pupils still print and the quality of handwriting varies between subjects.
- Reading has been a focus for improvement over the past two years and the impact of this work is clearly evident. Pupils' reading skills are developing well. The systematic teaching of letters and sounds (phonics) is being enhanced from the moment pupils enter the school. As a result, pupils are tackling unfamiliar words with increased confidence. Pupils in Year 6 read accurately and fluently. They demonstrate good comprehension skills and are able to infer and predict based on their understanding of the text. Above all, pupils exhibit a love of reading and talk animatedly about the books they have read.
- The gap in the attainment of pupils supported by pupil premium funding in relation to other pupils nationally has been significantly reduced. An analysis of academy data indicates that in mathematics it has been virtually eradicated and in reading and writing pupils are on average a term and a half behind. This improvement is due to well targeted and delivered intervention programmes and support given by teachers and teaching assistants.
- Disabled pupils and those with special educational needs make similar progress to other pupils. This is because the quality of support is good and their progress is closely monitored by senior staff.
- The academy ensures that all pupils have equal opportunities in terms of access to the curriculum and quality learning experiences. As a result, all groups, including pupils from minority ethnic groups, those who speak English as an additional language and those who join the academy other than at the usual time, make similar progress to other pupils.
- Sports provision is a strong feature of the academy. All pupils are encouraged to participate and have access to a wide range of different sports during and after school. Achievement is good and pupils perform well in competitive sports.

The quality of teaching

is good

- The quality of teaching is mostly good with some that is outstanding. This is why pupils make good progress. This view is shared by the overwhelming majority of parents who responded to the on-line questionnaire Parent View.
- Teaching is good or better when pupils are involved in their learning because interesting activities hold their attention and expectations of what they are capable of achieving are high. In

such circumstances pupils find learning fun and progress well.

- A key feature of teaching evident in all classrooms is the emphasis placed on speaking and listening. Whether it is through teachers' questioning or opportunities for pupils to discuss their work together the result is the same. These strategies are giving pupils opportunities to reflect prior to articulating their thoughts and this undoubtedly enhances learning. This was evident during a Year 6 lesson when under the direction of the teacher pupils watched and discussed a news programme. The questions they asked and responded to exposed a level of maturity beyond their years as well as a keen desire to learn.
- Teachers demonstrate good subject knowledge, particularly but not exclusively in mathematics. As a result of careful planning, pupils are set work that correlates with their ability while incorporating a degree of challenge. This helps to consolidate their understanding as well as allowing for progression in their learning.
- The progress that pupils make in literacy and mathematics is checked by teachers on a regular basis and underachievement is identified during termly pupil progress meetings that involve the individual teacher and senior staff.
- The quality of marking in writing is inconsistent across the academy. Some teachers make comments in pupils' books that are often evaluative and helpful, but this is not always the case. Suggestions about how pupils may improve their work are less frequent and this can inhibit progress.
- Teaching assistants make a valuable contribution to pupils' learning. They are well deployed by teaching staff and offer good support to both individual pupils and groups.
- Some evidence of pupils' writing can be found displayed in corridors. However, opportunities to celebrate pupils' achievements in writing through good quality displays in classrooms, where they spend most of their time, are almost non-existent. This does not motivate pupils and underplays the importance of writing.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It is well managed by the school with all staff adhering to agreed policies. This is acknowledged by the overwhelming majority of parents. The behaviour and positive attitudes exhibited by pupils towards learning enhance their progress.
- During lessons pupils listen and respond positively to their teachers and teaching assistants. There is no low-level disruption so their concentration is not interrupted.
- Pupils are polite and treat adults and visitors with respect. They show consideration towards each other and work cooperatively during lessons. This aids learning and is a noticeable feature throughout the school.
- Pupils do not always take enough care in the presentation of their work. While it is incumbent on teachers to promote handwriting skills effectively, pupils should take more responsibility for their own work.
- A small number of the parents of pupils on roll expressed their concern through Parent View that the school does not deal effectively with bullying. The academy has procedures in place to deal with unacceptable behaviour and a discussion with members of the governing body suggested that they are committed to a zero tolerance approach towards this type of behaviour.
- Pupils report that they perceive bullying as rare and are confident that should it arise it would be dealt with swiftly. Pupils know what is meant by bullying. They appreciate that it comes in various forms both verbal and physical and can often be related to 'difference'. Pupils are acquiring an increasing awareness of prejudice in relation to racism and homophobia.
- The academy's work to keep pupils safe and secure is good. Pupils report that they feel safe and this is supported by the overwhelming majority of parents. Pupils have a good understanding of personal safety and are aware of the dangers of alcohol and substance abuse.
- Links with external agencies are effective and, as a result, pupils are able to receive specific support and guidance for a range of learning and emotional issues.

- Attendance is above average and pupils are punctual.

The leadership and management are good

- The dynamic and enthusiastic approach of the headteacher has been the driving force behind improving teaching and achievement in literacy and mathematics. He is ably supported by a senior leadership team that is committed to raising achievement further. This goal has been successfully communicated to staff.
- The quality of self-evaluation is good and is based on a rigorous audit of provision. As such, senior leaders have a clear understanding of the academy's strengths and areas that require development. Academy leaders, including governors, are acutely aware that more pupils need to achieve the higher levels in writing and are committed to realising this goal.
- The academy improvement plan includes appropriate initiatives designed to raise achievement further. In some cases it is not always clear how the specific action that is proposed to improve pupil performance relates to the knowledge, skills and understanding that pupils are expected to acquire.
- Good systems are in place to check the progress that pupils are making and this informs the regular pupil progress meetings that are used to identify possible underachievement.
- The leadership of reading and mathematics is very focused on securing further improvements in pupils' progress and they have a good idea as to what needs to be done in order to bring it about. Opportunities are provided for leaders to work alongside staff in a supportive and developmental capacity and this is improving practice.
- Pupils are achieving well in relation to their starting points in writing. However, the proportion attaining the higher levels needs to be improved. This will not materialise until those responsible for the development of writing fully appreciate what needs to be done and take immediate steps to address them.
- Arrangements for performance management are rigorous and effective. Clear targets are set for teachers with regard to the quality of teaching and pupils' achievement. This is a significant factor in securing improvements.
- All pupils are provided with a broad and balanced curriculum that incorporates rich learning experiences designed to '*Develop a Lifelong Love of Learning*' and this supports pupils' academic achievement. It also supports pupils' spiritual, moral, social and cultural development well. Pupils enjoy many visits and educational experiences that enhance their learning. The quality of the curriculum is also enhanced by innovative use of information and communication technology.
- The pursuit of sporting excellence is a significant feature of this academy. The use of sports funding has been put to good use through the deployment of specialist coaches to develop pupils' physical skills and also foster their social and emotional development.
- The school meets the requirements for safeguarding.
- Scartho Junior School is a stand-alone academy. As a result, the local authority has had no involvement in monitoring the work of the school since January 2012. The academy does have contracts with the local authority to supply support in regard to; finance, personnel issues, health and safety, and clerking governing body meetings.
- **The governance of the school:**
 - The governing body shares the vision and ethos of the academy. Members of the governing body have a good understanding of the strengths and weaknesses of the academy. Governors challenge and support academy leaders in equal measure. They are very good at holding academy leaders to account. Governors monitor pupils' achievement and the quality of teaching through an analysis of data and discussions with school leaders. As a result, they are aware of the need to raise the achievement of writing further. The management and monitoring of financial resources is undertaken diligently.

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	137787
Local authority	North East Lincolnshire
Inspection number	431569

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

Type of school	Primary
School category	Academy converter
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	249
Appropriate authority	The governing body
Chair	David Ranson
Headteacher	Neville Rice
Date of previous school inspection	3 June 2009
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