

Inspection of Scargill Infant School

Mungo Park Road, Rainham. Essex, RM13 7PL

Inspection dates: 24 and 25 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Scargill Infant School under section 5 of the Education Act 2005. However, Ofsted previously judged Scargill Infant School to be outstanding, before it opened as an academy. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened in Scargill Infant School's effectiveness before and after it converted to academy status.

What is it like to attend this school?

Pupils enjoy coming to this school. They know that their teachers want them to be happy and to do well. Parents and carers praised the school's friendly atmosphere. They like that their children attend a school where staff know pupils really well.

Leaders prioritise developing pupils' language and communication skills. Pupils like to talk to visitors about what they have learned. They enjoy discovering new things and finding out about the world around them.

Staff have high expectations of pupils. In many subjects, the curriculum enables pupils to develop their knowledge and understanding well. Where staff find gaps, they help pupils to catch up. This approach is less developed in some subjects.

When children join Reception, they quickly settle into the routines of school life. They play happily together and work alongside each other well. This continues in Years 1 and 2. There is a calm atmosphere in the school. Pupils feel safe and know that adults in the school care for them.

Pupils typically behave well. Staff teach pupils about bullying. Pupils said that it does not happen in their school. Adults deal with any unkindness quickly. They encourage pupils to be considerate of others. Pupils like taking on additional responsibilities, for example as school council members or helping out their peers in the classroom.

What does the school do well and what does it need to do better?

Leaders have prioritised the teaching of early reading. Teachers read to pupils each day. Pupils enjoy reading, including in the Reception Year. Phonics teaching is well organised. All staff have received training to ensure that they follow the reading programme consistently. They are skilled in helping pupils to practise and remember new sounds. Staff check which sounds pupils know and remember. They quickly identify pupils who find it hard to recall specific sounds. These pupils are given additional help to catch up. Pupils quickly become confident readers and use their phonics knowledge to read independently.

Leaders sequence mathematics learning well. Subject plans focus on making sure pupils' understanding of number, calculation strategies and place value is well embedded. This increases pupils' readiness to learn other concepts within the mathematics curriculum, as well as solve problems accurately. Teachers use and model mathematical language consistently. In the Reception class, children learn what they need to know to prepare them for Year 1. Using both the indoor and outdoor spaces, children quickly build up their knowledge of number and counting.

While the curriculum is broad, overall, some subjects, such as geography and music, are not as well planned. The sequence of pupils' learning has not been considered as fully. Leaders have not clearly set out the key knowledge that they want pupils to

learn. As a result, pupils do not gain and deepen detailed knowledge as they progress through the school. For example, in Year 2, some pupils' understanding of the four countries that make up the United Kingdom is not secure. Leaders are revising the curriculum for these subjects. However, due to the COVID-19 pandemic, leaders have not been able to move forward with the necessary training for staff. Leaders plan to ensure that subject leaders deliver staff training this year.

Leaders seek out ways to enrich the curriculum. They ensure that pupils access wider opportunities to promote their personal development. For example, pupils learned about Hinduism through a recent workshop. Speakers were invited in to the school and taught pupils about the festival of Diwali. Pupils learned about shadow puppet theatre, food, traditional clothing and dance. Pupils also have opportunities to take part in the school choir. They are proud to be representing the school in an upcoming concert.

Lessons are, generally, calm. Pupils know and understand what staff expect of them. However, there are times when pupils call out. This low-level disruption is not always addressed swiftly by teachers. Leaders are providing staff with effective support to ensure that there is a consistent approach to managing behaviour in the classrooms. Pupils are given opportunities to celebrate their good manners. 'Kings and Queens' of good manners are chosen each month. Pupils take pride in wearing their crowns around the school. Staff commented on how polite and respectful pupils are when asking for their lunch and eating together in the hall.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Pupils with SEND learn the same subjects as their peers. They receive effective support in the classroom. Staff adapt lessons, for example using visual resources, to help all pupils to understand what is being taught.

The local governing board, trustees and leaders work together to manage staff workload. They have a strong understanding of the areas that the school needs to develop.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant about pupils' safety. They have a detailed understanding of the pressures that are present in the local community. Staff work well with families to support them, providing early help when necessary.

Pupils are taught to keep themselves safe. They have learned about online safety. They know that if they have any concerns that they can talk to staff.

Leaders provide staff with regular training, so they are clear about their responsibilities. Staff know what to do if they have any concerns about a pupil. Systems are in place to ensure that the required checks on staff recruitment are made and well kept.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- All subjects are planned to match the expectations of the national curriculum. In a few subjects, however, planning provides too little information on the specific knowledge that pupils need to learn. As a result, teaching does not prioritise and ensure pupils remember essential ideas and concepts. Recently appointed subject leaders have identified the steps they need to take to address these weaker aspects. The curriculum is being revised and leaders plan to train staff and check the impact of their actions. For this reason, the transitional arrangements have been applied. Leaders should ensure that all subjects are sufficiently well planned and sequenced, and ensure that subject leaders support staff to teach the curriculum effectively in all curriculum areas.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144589
Local authority	Havering
Inspection number	10204501
Type of school	Infant
School category	Academy converter
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	Board of trustees
Chair of trust	Gillian Thumpston
Head of school	Dawn McGahey
Website	www.scargillinf.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Scargill Infant School converted to become an academy school on 8 September 2017. The school is part of the Hornchurch Academy Trust.
- The head of school was appointed in September 2017.
- The school has increased the number of classes from two-and-a-half forms of entry to three forms.
- The trust is currently in consultation on the proposal to establish a maintained Nursery provision at Scargill Infant School.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the head of school, deputy headteacher and members of staff. Inspectors also met with members of the academy trust and the local governing body.
- Inspectors did deep dives in these subjects: reading, mathematics, music and history. For each of these subjects, inspectors held discussions with subject leaders, visited lessons, spoke with staff and pupils, and looked at pupils' work. Inspectors also considered the curriculum for other subjects.
- Inspectors spoke with parents and considered the 14 responses to Ofsted Parent View, including the free-text responses from parents.
- Inspectors spoke with pupils and staff about the school's work to keep pupils safe. Inspectors also considered safeguarding records, documentation and the school's single central record of staff suitability checks.

Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

Nick Turvey

Her Majesty's Inspector

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