

# Inspection of Scargill CofE (Aided) Primary School

Beech Lane, West Hallam, Ilkeston, Derbyshire DE7 6GU

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Inspection dates: 1 and 2 February 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

## **What is it like to attend this school?**

Pupils enjoy school because they are excited to learn new things. They feel safe. They commented how everyone is kind. They mentioned how at lunchtimes the 'friendship ambassadors' supported them in resolving conflicts and understanding other pupils' viewpoints.

Behaviour around school is calm and orderly. Pupils listen carefully to teachers and follow instructions quickly. Pupils know that all adults in school will help them. They say that bullying is rare. However, pupils commented that sometimes there are incidents of name-calling outside of lessons. Pupils do not always report these incidents to staff. Pupils understand how the school's behaviour strategies help them to be part of the 'Scargill family'. They like the rewards they receive in assemblies.

Pupils have opportunities to take part in charity work and fundraising events. However, the school's curriculum does not prepare them well enough for life in modern Britain.

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

Leaders have started to revise the curriculum but some of this work is in the early stages. The curriculum in mathematics is well sequenced. Teachers identify the small steps needed to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), know and remember more over time. However, this is not the case in all subjects. Leaders have not ensured that, in all subjects, the curriculum builds on what children have learned in the early years.

Leaders are prioritising reading. Staff have received training on how to use the new reading programme. Teachers regularly check the sounds that pupils know and remember. In the early years, pupils enjoy sharing stories and are beginning to sound out words in early reading lessons. However, pupils at the early stages of reading do not always receive reading books that are well matched to their needs.

Children in the early years are confident and learn to take turns. Leaders have started to consider the key knowledge that children in early years need to know. However, this work is at the early stages. Some independent work does not challenge children sufficiently. Adults do not routinely pick up on children's misunderstandings when children are doing tasks independently.

Pupils commented on how adults use a variety of ways to help them remember key knowledge. For example, teachers revisit previous learning at the start of each lesson so that it 'sticks'. However, in some subjects, teachers sometimes choose activities that do not help pupils remember the most important knowledge. Subject leaders are still developing in their roles. They do not check whether the curriculum is being implemented effectively, or support teachers to deliver it more effectively.

Leaders ensure that they identify pupils who may need more emotional support to help them to be ready to learn. Pupils who need it get help to manage their behaviour. Pupils with SEND receive additional help to access the same curriculum as other pupils.

There are positive aspects of the school's work to promote pupils' personal development. For example, pupils learn how to stay safe online and in the community. They learn how to be healthy. However, pupils do not always tell adults about their worries and concerns. Some pupils commented that this was because they feel the issue will get worse. Leaders have considered ways to help pupils understand the consequences of their words and actions. Pupils enjoy learning about other cultures and traditions and understand words such as 'discrimination' and 'tolerance'. However, pupils' knowledge and understanding of religions and faiths are limited.

Leaders have taken some actions to support staff's workload. Most staff say that leaders care about their well-being and have taken steps to address their workload. Staff are proud to work at the school.

The trust is supporting school leaders to ensure that the curriculum meets pupils' needs. Trust leaders are also supporting the local governing body to develop its roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident about recording and reporting all concerns. Leaders use this information to build a bigger picture to help them identify pupils who might be at risk and provide early help. Leaders have planned a programme of regular safeguarding training for staff. This training ensures that staff are regularly updated on important safeguarding issues. For example, leaders are ensuring that all staff are supporting pupils and families to report any concerns they may have in and out of school.

Safeguarding leaders work in partnership with external agencies to support the most vulnerable pupils. Trustees and school leaders regularly check the effectiveness of safeguarding procedures.

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

### **(Information for the school and appropriate authority)**

- Leaders have not ensured that the reading programme is fully effective. The current approach to the teaching of early reading and phonics requires further development. Books are not always well matched to pupils' reading abilities. As a result, some pupils do not quickly develop the knowledge and skills required to become successful readers. Leaders should ensure that the new approach to

reading is quickly embedded so that all pupils learn to read quickly, accurately and fluently.

- Leaders are at the early stages of ensuring that curriculum plans take account of what pupils have learned in the early years. Consequently, leaders are unclear about how the knowledge gained in early years will be built on as pupils move into Year 1. Leaders should ensure that the curriculum sets out what pupils should know and remember in all subjects, and in what order, from the early years to Year 6.
- Subject leaders have not fully developed their roles in leading their subjects, such as by supporting the teaching of their subjects. Teachers' pedagogical knowledge is not fully developed in all foundation subjects. This means that they sometimes do not make appropriate pedagogical choices when delivering the curriculum. Senior leaders should ensure that subject leaders have the skills and knowledge to make effective checks on how the curriculum is being taught and are supported to develop and improve the implementation of the curriculum in their subjects.
- Independent activities for children in the early years are not sufficiently challenging. Misconceptions are not identified quickly when pupils are in continuous provision. Children do not remember their learning as well as they should. Leaders must ensure that all activities help children learn as effectively as possible, so they are well prepared for Year 1.
- Pupils have insufficient knowledge of religions, faiths and communities that are different to their own. They are therefore not as well prepared for life in modern Britain as they could be. Leaders should ensure that the curriculum develops pupils' understanding, respect and knowledge of diversity and protected groups so that they are well prepared for life in British society.

## 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

<b>Unique reference number</b>	144467
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10212025
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	351
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Ford
<b>Executive headteacher</b>	Malcolm Hetherington
<b>Head of school</b>	Sarah Hallsworth
<b>Website</b>	<a href="http://www.scargill.derbyshire.sch.uk">www.scargill.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Derby Diocese Academy Trust.
- The executive headteacher took up post in September 2018. The role involves leadership of two schools.
- Since the school joined the trust, a new head of school, deputy headteacher and assistant headteacher have been appointed. There have been significant changes in staffing and restructuring of governance.

## 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors held meetings with senior leaders, representatives from the trust and the local governing body.
- Deep dives were conducted in the following subjects: early reading, mathematics, science, history and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers and talked to some pupils about their learning. Aspects of the school's personal, social, health and economic education programme as well as geography and design and technology were also sampled.
- Inspectors scrutinised information on attendance, behaviour logs and safeguarding records. This included the school's single central record. Meetings with leaders to discuss the safeguarding of pupils were also conducted.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school and at lunchtime. The school's records on behaviour were also considered.
- The views of parents, pupils and staff were considered through the Ofsted surveys and by meeting parents during the inspection.

### **Inspection team**

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Ofsted Inspector

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