

Inspection of Scunthorpe C of E Primary School

Gurnell Street, Scunthorpe, North Lincolnshire DN15 6HP

Inspection dates: 4 and 5 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Children from many backgrounds, faiths and experiences are part of this highly inclusive and happy school. Everyone's uniqueness is celebrated, but there is also a shared sense of togetherness. Adults tell pupils that they are all stars, but each week, pupils are celebrated as 'shining that little bit brighter' in rewards assemblies.

Leaders leave no stone left unturned when considering how to make the school a welcoming place for everyone. Translators are available for parents and pupils new to English. At lunchtime, 'family dining' means everyone has someone to sit with, and new pupils quickly make friends. Leaders have considered carefully how to enrich the lives of pupils, create aspiration and build tolerance. Parents value the care pupils receive at Scunthorpe C of E Primary School, which is designated a 'School of Sanctuary'.

Pupils behave well. Lessons are not disrupted by poor behaviour. Bullying is rare, but pupils are confident adults would address it, should it happen. Relationships between adults and pupils are built on respect and kindness.

Leaders want the best for every pupil. They ensure that pupils have access to the help they need to reach their expectations.

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

The new headteacher has brought about significant improvements to the curriculum. High-quality training has ensured that subject leaders know their subjects well. They provide guidance to teachers on the best ways to deliver each subject. New curriculums in many subjects are carefully considered to ensure that pupils can build knowledge over time and apply their learning to new ideas. However, in subjects where curriculum thinking is new, teachers do not always follow the intended plans. This means some pupils have gaps in their knowledge.

Leaders have identified that language and vocabulary is an important part of their curriculum. This starts in the early years foundation stage (EYFS). Here, adults model language to children. Children can proudly talk about plants they have grown. They identify the stems and petals and explain how plants need water and sunlight to grow.

Early reading is taught well. Staff are trained effectively. Pupils have books which are well matched to their understanding. They have regular opportunities to read with an adult and practise their skills. They can also attend targeted support if they need to catch up.

The good quality of education pupils receive is not reflected in outcomes at the end of Year 6 in 2022. Many of these pupils were new to English and a significant minority of pupils were new to the school during key stage 2. School leaders ensure

that there are precise support programmes in place for pupils coming into school who are new to English and for pupils who have special educational needs and/or disabilities.

Around school and in lessons, pupils behave well. Respectful relationships underpin the work of the school at all levels. There is a clear behaviour system in place which is understood by everyone. Pupils who need extra help can access 'The Hive' or 'The Nest'. Children in the EYFS learn how to behave well due to strong routines. Where they struggle, leaders work with parents to help children understand how to settle into school life. Leaders have improved attendance since the pandemic. They have introduced a range of strategies to help pupils attend better. However, too many pupils are persistently absent.

The personal development of pupils is exceptional. Leaders recognise what pupils need in order to have the best chance of succeeding in life. Pupils have the opportunity to visit further and higher education institutions. They are taught about careers and are inspired by visitors to school. Pupils can be leaders, attend a range of clubs suited to their interests and talents, or participate in school council. What is striking is that, despite coming from a range of diverse backgrounds, pupils celebrate what unites them. They debate and discuss important issues with great maturity. For example, pupils are able to talk about democracy across the world and how it impacts on communities and people's rights.

Governors are committed. They embrace the diverse and inclusive nature of the school and are aware of the challenges this presents to school leaders. However, governors are not always rigorous enough when challenging school leaders on outcomes or attendance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are alert to the local risks that pupils face. They consider carefully what pupils need to know and learn in order to navigate these risks. The curriculum planning for personal, health and social education is adjusted to ensure that pupils have access to the right information. Carefully chosen visitors are invited into school to speak to pupils. For example, police visit to talk to pupils about knife crime, and the school nurse speaks to pupils about dental health.

Leaders work with a range of external agencies to meet the needs of vulnerable pupils and their families. They are relentless in ensuring that pupils get the help they need to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject thinking is new. In these subjects, teachers do not consistently follow the planned curriculum. This means pupils have gaps in their understanding. Leaders should ensure that new curriculum thinking is understood and followed by all teachers and that planning is embedded.
- Too many pupils are persistently absent. This means they are missing out on important learning. Leaders should ensure that the percentage of pupils who do not attend school regularly reduces and attendance continues to improve.
- Governors are not always rigorous enough in their challenge of school leaders around outcomes and attendance. Governors should ensure that they have the necessary skills and knowledge to provide challenge and support to leaders in improving these 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.

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	118016
Local authority	North Lincolnshire
Inspection number	10255701
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	279
Appropriate authority	The governing body
Chair of governing	Amanda Cleaver
Headteacher	Patricia Atkinson
Website	www.scunthorpe.n-lincs.sch.uk
Date of previous inspection	20 February 2018, under section 8 of the Education Act 2005

Information about this school

- This is a voluntary-controlled Church of England school. The school's last Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection was in June 2016. The next SIAMS inspection is due in 2024.
- The school does not use any alternative provision.
- The school hosts an alternative provision for the local authority. This provision is called 'The Nest'. It has five places for pupils who are in key stage 1. Places are allocated through the local authority fair access panel.
- The current headteacher started in January 2021. The deputy headteacher took up post in September 2022.
- The school offers places for three-year-old children for two and a half days per week. The provision was not open on the days of the inspection.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics, history, science and design technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher and other senior leaders. They also met with subject leaders and other members of staff. The lead inspector met with governors, a representative from the diocese and with a representative from the local authority.
- Inspectors observed pupils' behaviour both in lessons and at breaktimes and lunchtimes. They gathered pupils' views from both formal and informal discussions.
- Inspectors scrutinised a range of documentation, including the school's self-evaluation, improvement plan and safeguarding records.
- Inspectors checked the school's single central record, met with the school's designated safeguarding leader, and reviewed safeguarding information.
- Inspectors took account of the responses to Ofsted's parent survey, Ofsted Parent View, and met with parents on the playground. The inspectors also took account of the responses to Ofsted's staff survey.

Inspection team

Natasha Greenough, lead inspector	Ofsted Inspector
Angela Spencer-Brooke	Ofsted Inspector
David Harrison	Ofsted Inspector

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