

Inspection of Scout Road Academy

Scout Road, Mytholmyroyd, Hebden Bridge, West Yorkshire HX7 5JR

Inspection dates: 28 and 29 June 2023

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	Good

What is it like to attend this school?

Scout Road Academy is welcoming and friendly. Pupils arrive at school each morning happy and looking forward to the day ahead. Leaders have cultivated a kind and considerate school community. Positive relationships between staff and pupils are evident throughout the school. There is a culture of high expectations for all.

Pupils are proud of their school and enjoy learning. They are polite and well mannered. Pupils play cooperatively together and demonstrate positive relationships. They enjoy accessing resources at playtimes, such as sand pits, trim trails and wildlife areas. Bullying is rare. Pupils know how to turn to adults for help.

Pupils have many opportunities to be responsible citizens who contribute positively to society. For example, visits to a climate cafe and tree planting provide opportunities for pupils to make a positive difference to the local community.

Inter-school sports competitions are frequent and of high quality. Children enjoy participating in a range of sporting competitions, including cross country, athletics, rugby, cricket and netball. These events often give pupils the opportunity to compete at local sporting venues.

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

Leaders and staff work with commitment and a strong sense of moral purpose to improve this school. They are developing an ambitious curriculum that prioritises reading and personal development. Subject leaders have thought carefully about the knowledge and skills that pupils should acquire. Their plans set out how pupils' knowledge will build, step by step, from the early years to Year 6. Leaders have recently reviewed subject curriculum plans. Some subjects, for example art, are not as fully developed as others. Leaders have clear plans to complete this work.

Leaders place a sharp focus on the teaching of early reading. Leaders are determined that every child, regardless of their starting points or when they join the school, will quickly become a fluent reader. Leaders have a clear focus on making sure that pupils who struggle with their reading are given the time and support to catch up.

A love of reading starts in early years. Books are carefully selected to engage and excite. They link closely to topics. A range of high-quality fiction and non-fiction books are evident in the well-stocked library.

Children in the early years get off to a strong start. They are immersed in a vocabulary-rich environment. Children listen to stories and rhymes regularly. All children, including those with special educational needs and/or disabilities (SEND), enjoy working cooperatively with others. Staff and children have meaningful and frequent interactions. These interactions inspire children's interest. Children show a

high level of confidence and independence. This prepares them well for the next stages of their education in Year 1 and beyond.

Leaders ensure that pupils with SEND are well supported. Teachers help pupils with SEND to access the curriculum by adapting the way they teach. Leaders provide extra individual or small-group lessons where necessary. Children in the early years enjoy timely adult support. Staff regularly check that this support helps pupils with SEND to achieve well.

Leaders have a well-established approach to personal development. It is a strength of the school. Pupils grow in resilience and develop the knowledge and character traits they need to thrive in modern Britain. Leaders also take advantage of local opportunities to promote pupils' understanding and respect of differences in the world and its people. For example, participation in a local 'Happy Valley Pride Project' enabled pupils to explore uniqueness and identity. External visitors and opportunities enhance pupils' broader development and well-being. Visitors include local charities that promote the importance of talk and boys' positive mental health.

Trustees have an excellent knowledge of the school. They know the school's strengths and areas for further development well. Trustees provide effective support and challenge, ensuring that the school has a clear vision and strategy. They ensure that resources are well managed and leaders are held to account appropriately. Trustees ensure that staff workload is considered. Staff agree that leaders support them to do their job well.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong, well-established culture of care and vigilance at this school. Staff know pupils very well. Leaders ensure that staff are well trained. All are alert to signs that a pupil might have a worry and know how to respond.

Leaders take swift action to support pupils and their families. This includes working with external agencies. Great importance is placed on open communication with families.

Pupils learn to keep themselves and others safe and well. Drug awareness workshops and basic first-aid training contribute to pupils' understanding of how to stay safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not defined fully the key knowledge to be taught. As a result, pupils do not develop a deep understanding of these subjects'

content. Leaders should continue to develop and refine curriculum plans to ensure that all set out precisely what pupils must learn and when.

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	137341
Local authority	Calderdale
Inspection number	10255592
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	Board of trustees
Chair of the trustee board	Rachel Harling
Headteacher	Gina Blagbrough
Website	www.scoutroadacademy.org
Date of previous inspection	27 January 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative education provision.
- The school is a standalone academy.
- This is a smaller-than-average sized primary school, in which almost all pupils are White British.
- The proportion of disadvantaged pupils, and therefore those supported by the pupil premium funding, is well below the national average.

Information about this inspection

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

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

- Inspectors met the principal, assistant principal, the special educational needs coordinator and early years leaders. The reading, mathematics, art and geography leaders also met inspectors.
- Inspectors also met with the academy's office administration staff responsible for safeguarding and single central record.
- A meeting was held with four members of the trustee board, including the chair and vice-chair.
- The inspectors spoke to pupils about their experience of school and their views on behaviour and bullying. They also observed pupils' behaviour during lessons and at breaktimes.
- The inspectors reviewed a wide range of documentary evidence, including minutes of trustee meetings and records of pupils' behaviour and attendance.
- The inspectors checked the school's safeguarding policies and procedures and the single central record of recruitment checks. They met with leaders, staff and pupils to evaluate the effectiveness of safeguarding.
- Deep dives were carried out in early reading, mathematics, art and geography. For each deep dive, the curriculum was discussed with subject leaders, a sample of lessons was visited, teachers and some pupils were spoken to about their learning and samples of pupils' work were considered.
- An inspector spoke with leaders about the curriculum in history and science.
- The team considered the responses to Ofsted's survey for parents, Ofsted Parent View, and the responses to Ofsted's surveys for pupils and staff.

Inspection team

Jane Clayton, lead inspector

Ofsted inspector

Zoe Helman

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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