



Scargill Junior School

Inspection Report

Unique Reference Number 102281
LEA Havering LEA
Inspection number 276686
Inspection dates 25 January 2006 to 26 January 2006
Reporting inspector Lyn Riley AI

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

Type of school	Junior	School address	Mungo Park Road
School category	Community		Rainham
Age range of pupils	7 to 11		Essex RM13 7PL
Gender of pupils	Mixed	Telephone number	01708 555677
Number on roll	267	Fax number	01708 522692
Appropriate authority	The governing body	Chair of governors	Cllr J Davis
Date of previous inspection	4 December 2000	Headteacher	Mrs A Ireland

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Scargill is an average size junior school serving a very stable and socially and economically mixed, but broadly average, area to the east of London. The vast majority of pupils are of White British heritage and the number of pupils for whom English is an additional language is very low. The number of pupils entitled to free school meals is slightly below the national average. The number of pupils with learning difficulties and disabilities is also below the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to raising pupils' achievement in mathematics and improving teaching and learning in this subject. The school judges its overall effectiveness to be satisfactory but inspectors judge it inadequate due to pupils' underachievement in mathematics. Therefore, the school provides unsatisfactory value for money. Overall progress since the previous inspection in 2000 is unsatisfactory. At the time of the last inspection pupils' attainment was well above average in English, mathematics and science and teaching was judged to be very good. During a period of staffing turbulence and instability, the school went into decline and experienced a significant drop in results in 2003. Since the appointment of the current headteacher, improvements have been made to the quality of teaching and standards have started to rise again. The school now has a clearer understanding of its own strengths and weaknesses, recognises the significant underachievement in mathematics, and has good capacity to continue to improve. Pupils start school with standards that are above average in English and science, and significantly above average in mathematics. By the end of Year 6 standards are broadly average in all three subjects. This means that many pupils do not reach the expected levels, given their starting points, by the time they leave the school. Consequently, achievement from Year 3 to 6, particularly in mathematics, is inadequate. The headteacher and senior staff are aware of the school's strengths and weaknesses and school self-evaluation is generally accurate. The inspectors agree with the school that teaching and learning are now satisfactory overall and that some teachers consistently teach good lessons. Pupils are cared for well and feel safe in school. The curriculum meets national requirements but does not allow pupils to reach their potential in mathematics.

What the school should do to improve further

* Continue to improve the quality of teaching in mathematics to ensure that all pupils achieve as well as they can.* Improve provision for mathematics by developing the mathematics curriculum and strengthening target-setting, marking and assessment in this subject.

Achievement and standards

Grade: 4

Although standards are broadly average at the age of eleven, pupils' progress is inadequate because achievement in mathematics is a weakness. About a third of last year's Year 6 pupils did not make the expected progress by the time of the 2005 tests. Pupils' attainment is well above average when they enter the school. Although there is no unsatisfactory teaching, pupils do not make consistently good progress, because

the teaching they receive is mainly satisfactory. The school's recent focus on English resulted in improvement in standards, particularly in boys' writing. In science, 50% of pupils attained the higher level in the 2005 tests. However, the school's analysis of test results shows that some pupils' underdeveloped mathematical skills impeded their achievement in this subject. The school is aware of the extent of pupils' underachievement in mathematics through its improved tracking of pupils' performance. This tracking is having a positive impact on improving pupils' achievement in English, which has been the school's key priority. As a result of effective identification and extra provision, pupils with learning difficulties make sound progress against the targets in their individual plans.

Personal development and well-being

Grade: 3

Pupils generally enjoy coming to school and one pupil told inspectors, 'The learning can be fun and we do have a bit of a laugh sometimes.' Pupils attend regularly and generally behave well around the school. But in lessons, a number of pupils waste time with noisy, excitable behaviour which impedes learning and means that other pupils do not make the progress they should. Pupils say there are very few incidents of bullying or racism and are confident that they can approach an adult with any problems. They feel safe and secure in school. Pupils are very aware of moral and social values, but their understanding of spiritual matters and other cultures is limited. Pupils have good awareness of the need for a balanced diet and regular exercise. The school council has proposed the opening of a 'healthy tuck shop', to sell fruit at break-time, in order to reduce the amount of crisps and chocolate pupils currently consume. Pupils learn about the democratic system in personal, social and health education. They willingly take on responsibility for improving school life, such as becoming peer mediators in the playground. Group work helps pupils learn to co-operate. Opportunities for organising fund-raising activities and handling money adequately prepare pupils for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Lessons are effectively monitored by senior staff and teachers are provided with useful written feedback, which is supporting improvement. Teaching is satisfactory overall, and a few teachers consistently teach good lessons. Learning intentions are shared in lessons and these are helping pupils to develop a better understanding of their work. Teachers mark pupils' work against the learning intention and provide pupils with useful guidance on how to improve. However, marking is more consistent and helpful in English than in mathematics. Although planning is clear and shows how work is intended to meet pupils' learning needs, in practice, the match is not always close enough. For example, in mathematics, higher attaining pupils are not always sufficiently stretched and challenged and lower attaining pupils are sometimes given work that is

too demanding. New systems to track progress have been introduced and teachers are aware of the underachievement in mathematics. Building on the improvements in English, the school has strategies to address the weakness but these are not yet embedded in practice. The school has set challenging targets in mathematics for the current Year 6 but inspection evidence indicates that these may not be met.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. It is broad and balanced and meets all national requirements. However, it does not sufficiently meet the needs of pupils' capabilities in mathematics and does not effectively build on their prior attainment. Evidence in pupils' mathematics books indicates that whilst there is sufficient emphasis placed on calculation, pupils have few opportunities to do investigative work and to apply the mathematical skills they have. Provision for information and communication technology has improved since the last inspection and is now satisfactory overall. Interactive whiteboards in classrooms are used competently but more could be done with them to make lessons more interesting. There is a good range of extra-curricular activities for pupils at lunchtime and after school. These include orchestra, drama, football and a sign language club. Pupils are very appreciative of the extra-curricular provision and the clubs are well attended. There is a satisfactory range of learning opportunities to support pupils' understanding of how to stay healthy.

Care, guidance and support

Grade: 2

The school has good procedures and policies in place for health and safety, general welfare and child protection. Pupils say they feel safe and secure everywhere in school. They are given good guidance on how to stay safe in school and beyond. They are aware of significant risks and what to do about them. Pupils with learning difficulties are carefully monitored and well supported by teaching assistants. The school has useful support programmes that help these pupils make sound progress, especially in English. Pupils have clear learning targets that are regularly reviewed. The school works well with outside agencies to ensure that pupils' needs are well supported. The school now has good procedures in place to track pupils' performance. Teachers' marking helps pupils to improve their learning, particularly in English. Pupils appreciate the clear targets they have for English, and say that they would benefit from similar guidance in mathematics.

Leadership and management

Grade: 3

The headteacher and leadership team have identified the key areas for improvement. However, due to the period of considerable instability in staffing, and subsequent difficulties in filling key posts, the rate of improvement has been slow. As a consequence, a significant number of pupils continue to underachieve in mathematics.

The school has made effective improvements in English and has strategies in place to address the underachievement in mathematics that are yet to have an impact. The leadership of mathematics is currently shared between the headteacher and the retired mathematics co-ordinator who works in the school for one day per week. The leadership team monitors effectively and, as a result, established teachers are developing their practice and becoming more accountable for pupils' progress from Year 3 to Year 6. The leadership team provides effective support for teachers who are new to the profession or new to the school. Overall, the school has good capacity to improve. The key issues identified at the time of the last inspection have been addressed, with better monitoring procedures now in place, and the provision for information and communication technology successfully improved. The recently introduced system for tracking pupils' progress provides useful term-by-term information and is helping to identify the pupils who would benefit from additional teaching support. Parents are regularly consulted and parental support for the school is generally good. Most parents believe that the school is well led and managed but a significant minority expressed concerns to inspectors about pupils' behaviour. Governors are very supportive of the school but, whilst they are disappointed by the school's results, they do not robustly challenge them.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Inspectors recently visited your school and we would like to thank you for making us welcome and for taking the time to talk to us. We would particularly like to thank the school council for their contribution to the inspection.

This is a summary of what we found:-Your school requires a Notice to Improve to ensure that more of you achieve as well as you can in mathematics.This is what your school does well:-* The headteacher and all adults make sure you are safe and secure in school* Teachers plan lessons clearly and mark your work helpfully, especially in English* Your behaviour around the school and in assembly is good* You enjoy taking responsibility such as being 'peer mediators'* You understand how to be healthy and the school council would like to open a 'healthy tuck-shop' to sell fruit at break-time.

This is what we have asked your school to improve:-* The quality of teaching and learning in mathematics* Target-setting, marking and assessment in mathematics and to give you more opportunities for problem-solving and investigating in mathematics.We enjoyed visiting your school and wish you well in the future.