



Scargill C of E Primary School

Inspection Report

Unique Reference Number 112895
LEA DERBYSHIRE LEA
Inspection number 279049
Inspection dates 21 June 2006 to 22 June 2006
Reporting inspector Ms. Susan Aldridge AI

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

Type of school	Primary	School address	Beech Lane
School category	Voluntary aided		DE7 6GU
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	0115 932 0005
Number on roll	444	Fax number	0115 944 7637
Appropriate authority	The governing body	Chair of governors	Mr.Simon Hinsley
Date of previous inspection	19 June 2000	Headteacher	Mrs. Norma Ross

Age group 4 to 11	Inspection dates 21 June 2006 - 22 June 2006	Inspection number 279049
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Most pupils in this very large school are from White British backgrounds and a small number are from minority ethnic groups. Most of the pupils have favourable socio-economic circumstances. There are fewer pupils with learning difficulties and/or disabilities and special educational needs than is usual in schools of this type. The school has links with the Christian community and provides training for teachers through links with local universities. There has been a period of turbulence since the last inspection, including a change of headteacher in April 2003 and the retirement of a deputy head in July 2004. Falling pupil numbers contributed to a large budget deficit and major building work took place in 2003-2004.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school sees its effectiveness as satisfactory and inspectors agree with this. Children in Reception get a good start to their education and they make good progress because teaching in the Reception classes is good. Standards are similar to others of their age by the time they enter Year 1. In Years 1 to 6, pupils make satisfactory progress because teaching is satisfactory. Although the standards in Year 6 are high compared with those nationally, pupils entered Year 3 with similarly high standards. Teaching is satisfactory overall; good features exist, but these are not common to all teachers. There is a broad and well enriched curriculum. Good quality plans ensure that pupils cover all areas of each subject; learning is made meaningful by including visits, visitors and themed days. There is good care and personal support for pupils. Parents are confident that their children are well cared for and parental satisfaction is high. Leadership and management by the headteacher and governors are good. The headteacher's leadership on the curriculum and introduction of systems for checking pupils' progress helped to raise standards in 2005. Subject leaders of English, mathematics and science track pupils' progress well in their subjects, but other subject leaders do not have the assessment information to do this. The practice of involving subject leaders in observing lessons is at an early stage of development; not all have the sufficient skills or time. Improvement since the last inspection is satisfactory overall; issues for improvement have been successfully addressed. Changes in leadership and a need to manage both a building programme and a budget deficit contributed to slow improvement when the headteacher first arrived, but improvement since 2004 has been good. A large budget deficit is set to become a sensible contingency, and the school is well placed to continue to improve at a good rate. Given its low unit cost, the school provides good value for money.

What the school should do to improve further

- Raise standards of teaching to the level of the best. - Strengthen the roles of subject leaders by giving them the skills and time to monitor teaching, learning and progress in their subjects.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Attainment on entry to the Foundation Stage fluctuates and has fallen in recent years. The current Reception group entered with attainment similar to others of their age, although boys were below this level in several areas of learning. Pupils have made good progress, and by the end of this year, boys' and girls' attainment will be typical of their age in all areas of learning. The drop in standards in Year 2 in recent years reflects a dip in the attainment of pupils on entry to Year 1. Pupils make satisfactory progress and by Year 2 they reach standards that are average. Progress in Key Stage 2 is satisfactory. In 2005, challenging targets set by the school were met or exceeded; standards were well above average in English,

mathematics and science. The proportion of pupils reaching Level 5 in English was more than twice that found nationally. This group of pupils entered Year 3 with attainment that was well above average. The current Year 6 also entered with above average attainment and teachers' assessment indicates that standards are above average in Year 6. Boys and girls, and pupils of different abilities achieve equally well.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils thrive in a safe, caring environment, where relationships are strong. Attendance is above average and pupils are proud of their school. By the time they leave, they have developed secure life skills that prepare them well for the future. Behaviour in the Reception classes is very good and satisfactory in the rest of the school; not all teachers manage pupils effectively. Most pupils enjoy school. Their involvement in the school and wider community is good. Pupils regularly organise fund raising events, in aid of the Tsunami victims, for instance. The school council has helped to bring about improvements, such as better toilet facilities. The work of the pupils on the Eco-School committee is outstanding. Their input has resulted in pupils acquiring a clear understanding of the importance of adopting healthy lifestyles and a total commitment to environmental issues. A strong Christian ethos underpins good spiritual, moral, social and cultural development. Assemblies make a good contribution to pupils' spiritual growth and promote a strong sense of community. Pupils gain good awareness of other cultures when guests, such as Indian dancers, visit the school.

Quality of provision

Teaching and learning

Grade: 3

The teaching, learning and assessment are satisfactory overall, with some good features. In all classes there is a clear structure to the lesson, but otherwise teaching varies greatly. Work has begun on defining what constitutes a 'good' lesson at Scargill, but there is insufficient focus on spreading good practice and sharing good ideas amongst staff. Teachers are improving their skills in planning for pupils across the whole ability range; some are better than others at doing this. The teaching assistants support pupils' learning well in classes and in groups outside the class. In most lessons, teaching is lively and interesting, and pupils are actively involved throughout, but occasionally teachers do not manage pupils well and a few pupils are not as productive as they might be. Most marking of pupils' work is effective and helps them understand what they have done well and what they need to do to improve. Good practice in sharing and reviewing learning during lessons is not widespread enough, so pupils do not all know how well they are doing or what they need to do to improve. There is a range of carefully planned teaching to support pupils with learning difficulties and disabilities, although the evaluation of their progress against their targets is not always precise enough.

Curriculum and other activities

Grade: 2

The school has improved the curriculum offered to pupils and this is now good. There is a good range of artistic, musical and sporting activities, which pupils enjoy. These opportunities help them to develop their interests and skills to a higher level through, for example, competitions and team sports. The curriculum provides a wealth of opportunities for pupils' personal development. By linking visits and visitors to topics, the curriculum is made more relevant. For example, a recent residential visit to the Isle of Wight provided the impetus for some effective literacy work using the Internet in Year 6. Themed days are very well planned and give pupils opportunities to study a topic in some depth. These days are popular with the pupils and they are effective in establishing good links between subjects and making learning meaningful and enjoyable. The school is moving away from teaching pupils in ability groups and recognises that there is additional work to do to ensure that the curriculum matches the capabilities of all pupils.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. The school provides a very supportive environment in which all groups of pupils thrive. There are thorough procedures for ensuring pupils' safety, including those for child protection. Initiatives such as the Positive Play programme support pupils with individual needs very effectively. Staff and pupils know what to do if they have concerns and pupils feel that incidents of inappropriate behaviour are dealt with quickly and efficiently. The school has a positive approach towards eliminating bullying and incidents are rare. The 'friendship stop' and 'playground pals' successfully maintain harmony in the playground. Arrangements for supporting pupils' academic development are satisfactory. Improved systems for tracking progress enable the school to monitor with greater accuracy whether individual pupils are achieving well enough. Further work remains to be done, however, to ensure pupils have a clear understanding about what they need to do to improve.

Leadership and management

Grade: 2

The headteacher has established a new sense of purpose and set an ambitious agenda for improvement that includes clear and appropriate priorities. Despite the lack of success in recruiting a deputy headteacher, there has been good development in the last two years. Changes to curriculum planning helped to raise standards in 2005, following a dip in 2004. Improvements have also strengthened pupils' personal development, and suitable action has been taken to improve teaching and learning, including involving external consultants, providing training and support for staff and increasing support staffing. The introduction of systems for checking pupils' progress has been a most influential development. Members of the current leadership team have all demonstrated their ability to lead well on whole-school matters, either as

subject coordinators or on developments leading to awards such as the Eco-Schools award. The assistant headteacher provides a good role model for other teachers. Governance is good. Governors are most supportive, and through their committees, regular visits and links with subject leaders they keep the school's work under review and develop a good awareness of its strengths and areas for development. Self-evaluation is good; the process involves governors, staff, parents and pupils and leads to accurate diagnosis of areas that require further development. The school improvement plan successfully supports development, as does the good use of financial resources and staffing. The school runs smoothly, and has the support of a number of parents.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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?	2	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?	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

We all enjoyed visiting your school recently. Thank you for making us welcome and talking to us about school life. We came to see how well you are getting on and whether there are any ways in which the school could be improved. We found that you are all getting on well enough in your work, and that you are developing well as young people. We were very impressed with the work that you are doing as eco-warriors. Your attendance is good and your behaviour is satisfactory. A few older pupils are not as well behaved as the younger ones. You and the teachers need to make sure you all work hard throughout lessons. Your school will also make sure that work is not too easy or too hard, but just right. Staff are giving you a good range of experiences and you take part well in clubs and other activities. There is a good number of visits and visitors, as well as themed days, all of which help to bring learning to life. Most of you say that you enjoy learning and that you feel safe in the school and have someone to turn to if you have a problem at school. Teachers are keeping track of your progress in English, mathematics and science, and need to do something similar for other subjects. In some lessons you know what you are aiming to learn, and can see how well you have done by the end of the lesson; this helps you to see what you need to do to improve. In some classes you have personal targets. It would be good if these things happened in all your lessons. Since Mrs Ross came to the school there have been lots of improvements, and your parents are very pleased with what the school does for you. We wish you all the best for the future.