



Scargill Junior School

Inspection Report

Unique Reference Number 102281
Local Authority Havering
Inspection number 295321
Inspection dates 7–8 February 2007
Reporting inspector Nick Butt

This inspection of the school 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	7–11		Essex RM13 7PL
Gender of pupils	Mixed	Telephone number	01708 555677
Number on roll (school)	263	Fax number	01708 522692
Appropriate authority	The governing body	Chair	Cllr J Davis
		Headteacher	Mrs A Ireland
Date of previous school inspection	25 January 2006		

Age group 7–11	Inspection dates 7–8 February 2007	Inspection number 295321
--------------------------	--	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger-than-average school serves a residential area with an equal mixture of local authority and privately owned housing. The vast majority of pupils are from a White British background. Very few pupils speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is below average. Most pupils transfer from the infant school on the same site. The school has awards for teaching basic skills and for promoting healthy lifestyles.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This improving school provides a satisfactory standard of education for all its pupils. The headteacher gives good leadership and a clear direction to the school, ably supported by the deputy head. Staff have worked very hard in the past year to tackle the issues from the last inspection, and consequently standards and achievement have risen in English, mathematics and science and are now well above average. Achievement is satisfactory, with no groups of pupils underachieving. The impact of leadership and management on the school's performance is satisfactory. One parent commented, 'I feel there has been a big improvement in the school and am very satisfied with what my children achieve.' In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Pupils' personal development and well being are good. Their behaviour is outstanding. Because relationships are good, pupils feel safe and able to turn to an adult if they have a worry. One school council member said, 'We're working on having no bullying in this school - there isn't really any bullying now.' Pupils contribute well to the harmonious atmosphere of the school, especially as play leaders at lunchtimes and as peer mediators, when pupils with troubles can find a friend. They leave the school with well above average basic skills, confident and well-rounded individuals.

There is now a more consistent approach to teaching and learning with the development of the school's 'charter'. This has resulted in more of the teaching being good and it is now better than it was at the time of the last inspection. In some lessons, explanations lack clarity and there is not enough discussion about what pupils are learning. There have been improvements to the curriculum, but in Year 6 there is too much emphasis on the core subjects of English, mathematics and science in preparation for national tests. This means less time is devoted to the other subjects. Pupils have some understanding of other cultures but this is not fully planned across the curriculum. In the Year 3 classrooms, the toilets represent an unacceptable health hazard because they are not partitioned off.

What the school should do to improve further

- Ensure all pupils receive a balanced curriculum with sufficient time allocated to each subject and more opportunities to learn about other cultures.
- Make more of the teaching consistently good by clearly explaining what children have to learn and making good use of discussion to clarify their understanding.
- Partition off the toilets in the Year 3 classrooms.

Achievement and standards

Grade: 3

Standards are well above average and achievement is satisfactory. Pupils enter the school with standards that are well above average. In the 2006 national tests at Year 6, standards rose in English, mathematics and science. There was a significant

improvement in standards in mathematics, a key weakness at the time of the last inspection. This is because teaching is better than it was, and because teachers are using data more effectively to track pupils' progress. They are more aware of any pupils who may need additional support and are measuring its impact. Previously, boys were not doing as well as girls, and the gap in their attainment was greater than the difference nationally. The school has made changes to some of its teaching methods to involve boys more and has invested in resources to suit them. Boys are achieving better as a result of this work. All groups of pupils make satisfactory progress, including those with learning difficulties. The school sets itself challenging targets and meets and sometimes exceeds them.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good, with strengths in the social and moral elements. Their cultural development is satisfactory. Pupils are aware of the differences between cultures and some of the festivals that they celebrate, but planning, resources and displays do not give sufficient emphasis to them. Pupils know about living healthily and enjoy taking part in several sports clubs. Year 6 pupils have less timetabled physical education than other year groups because of preparations for the national tests and so get less exercise. Pupils behave extremely well and care well for one another to help create a safe and friendly atmosphere. House captains give out points to pupils who try hard in assembly. A peer mediator said, 'If anyone has a problem they come to us and we sort it out.' Pupils speak enthusiastically about school, and above average attendance reflects their evident enjoyment. Pupils also support the local community; for example, the choir sings to the elderly and pupils raise money for charity. Year 6 pupils compile a colourful yearbook of photographs to help them remember their time at the school as they move on in their education. They look forward to secondary school and have developed a love of learning and good work habits.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, but stronger in Years 5 and 6. One pupil remarked, 'I think our lessons are quite entertaining!' They enjoy the interesting activities tailored to their individual level of ability, and can see the progress they are making. A Year 6 pupil said, 'My levels have gone up.' Teachers explain what pupils should learn and what this will look like by the end of the lesson. Pupils like testing their thinking on one another. There is a brisk pace to lessons and pupils are shown what is expected of them. For example, in Year 6, the key features of a successful advertisement were displayed, discussed and detailed before pupils produced their own. In some lessons, pupils are not told clearly enough how a task relates to what

they are learning, which causes confusion. Some teachers do not check pupils' understanding in sufficient detail in lessons so that any errors can be picked up and corrected with further discussion. This slows down the progress pupils are making and sometimes leads to a loss of concentration. Teaching assistants are deployed well in supporting pupils with learning difficulties and make a valuable contribution to their satisfactory progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It enables pupils to develop their literacy and numeracy skills well, but at present these are not applied fully across the other national curriculum subjects. The amount of time allocated to different subjects is inconsistent. The amount of timetabled physical education for Year 6 has been halved to accommodate additional teaching and learning in English, mathematics and science. Only the Year 5 and 6 pupils benefit from good specialist teaching in music. The curriculum is suitably adapted for pupils with learning difficulties. It is enriched by a good variety of visits, visitors and clubs. These contribute well to pupils' good personal development and their enjoyment of school. Pupils benefit from opportunities to work together and make decisions, for example on the school council, acting as mediators and becoming play leaders. The emphasis on basic skills of literacy and numeracy prepares pupils well for secondary school.

Care, guidance and support

Grade: 2

Care, guidance and support are good. There are robust systems for child protection and for ensuring pupils' welfare. There are generally effective systems for assessing and minimising risks, even though the school had not recognised the health hazards associated with having toilets in the Year 3 classrooms. The close relationships between adults and pupils foster confidence and trust. As a result, pupils feel safe and say that any social or academic problems are dealt with promptly and effectively. Pupils are given good guidance and support with their learning and this contributes well to their satisfactory progress. The needs of pupils with learning difficulties are assessed at an early stage and they are well supported by teaching assistants, who help them to meet the challenging targets in their individual education plans. Assessment data are used well to enable pupils to improve their work in English and mathematics, but this is not consistent in all subjects. Marking clearly shows pupils what they need to learn next.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has a clear vision for the future direction of the school and provides good leadership. She is supported by a committed leadership team. Together they have introduced systems that enable them to form an accurate picture of the school's performance. They monitor the quality

of teaching and learning well, with regular lesson observations and detailed feedback to teachers. Pupils' progress is tracked in great detail so that any who are faltering are identified and supported promptly. As a result, underachievement has been tackled and standards are rising. Strategic plans correctly identify the areas to improve. Parents are supportive of the work of the school, and more of them are helping in classes. Senior leaders do not currently check that all subjects are given enough curriculum time in each year group. This has allowed discrepancies to appear, such as too much emphasis on English, mathematics and science in Year 6. The governing body has become more involved in the life of the school since the last inspection and asks more searching questions. For example, there was a recent discussion about the use of the school's surplus financial balance. In view of the rapid progress in the past year, the school is well placed to continue to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us so welcome at your school. We enjoyed meeting you and hearing what you like about the school. We think your school is getting better all the time and provides a satisfactory standard of education. These are some of its strengths.

- You reach well above average standards in English, mathematics and science by the end of Year 6.
- You behave extremely well and you care for one another well. The peer mediators and the play leaders do a good job.
- You enjoy school, and your attendance is good. You help out well around the school and in the community.
- There are plenty of clubs for you to enjoy, and visits and visitors to make school interesting and fun.
- You are well cared for, and the teachers help you to improve by telling you what you need to do next in your learning.
- The headteacher runs the school well, and is ably supported by her team.

The Year 6 pupils do a lot of English, mathematics and science, but not enough physical education. We think there needs to be more of a balance in how much time you get for different subjects. There is some good teaching. We want you to be clear about what you are learning, and to be able to talk about what you have found out. We are sure you enjoy discussing with your teachers how the lesson is going, and would encourage you to do so more. You are learning about other cultures, but we think you need to know more. We do not think it is a good idea for the toilets to be in the Year 3 classrooms. We have asked the governors to put up partitions so that you have more privacy.

Thank you once again for your help. Our best wishes for the future.

Yours sincerely,

Mr N Butt, Lead Inspector