

Scargill CofE (Aided) Primary School

Inspection report

Unique Reference Number	112895
Local Authority	Derbyshire
Inspection number	325713
Inspection dates	9–10 June 2009
Reporting inspector	Marian Harker HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	373
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Kate Doohan
Headteacher	Mrs Norma Ross
Date of previous school inspection	21 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Beech Lane West Hallam Ilkeston Derbyshire DE7 6GU

Age group	4–11
Inspection dates	9–10 June 2009
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Telephone number
Fax number

0115 932 0005
0115 944 7637

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Scargill Church of England School is a larger than average sized primary school. The majority of pupils come from the local area with the rest from surrounding neighbourhoods. The proportion of pupils who are eligible for free school meals or from minority ethnic groups is much lower than average. The school has full-time Early Years Foundation Stage provision for children in Reception.

The school hosts The Lanes Day Nursery, which provides an independently managed before- and after-school provision for pupils at the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Scargill Church of England School is a satisfactory school with some good features. A parent typically commented, 'My child enjoys school, is happy and joins in with activities'. The headteacher has established a strong sense of teamwork, which has placed the school on secure foundations. Good links with the church, local community and outside agencies support the work of the school. The overall effectiveness of the Early Years Foundation Stage is good and these children achieve well. Pupils make satisfactory progress through Key Stage 1 and achieve standards that are broadly average by the end of Year 2. The school's data indicates that pupils make satisfactory progress overall in Key Stage 2. However, the progress made by pupils in Year 6 is good and as a result standards at the end of Key Stage 2 are above average. The monitoring, assessing and tracking the progress made by pupils is good and is used by all staff. When pupils are not making the expected progress, appropriate support is provided. The school is aware that there are still issues to tackle. In particular, boys do not always achieve as well as they should in writing. The progress of pupils with learning difficulties and/or disabilities is good overall. Specific learning needs are quickly identified and support put in place. Pupils from minority ethnic groups achieve in line with their peers.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. The curriculum is good and offers a suitable range of extra-curricular and enrichment activities, including a residential visit to the Isle of Wight. The recent introduction of the International Primary Curriculum has been particularly effective in engaging pupils in their learning. The quality of teaching and learning has improved and, although satisfactory overall, a good proportion of effective teaching was observed during the inspection. However, due to recent staff changes, inconsistencies remain. In the more successful lessons, the pace of learning is brisk, and well-chosen activities match the needs of the pupils and make learning exciting. In a few less successful lessons, opportunities are missed for pupils' to assess their own work and tasks do not always fully engage the interest of all pupils. The marking of pupils' work is satisfactory. Teachers regularly use positive comments, but it is not always clear what pupils need to do to improve their work.

The quality of pastoral care and support is good. Pupils have individual targets for literacy and numeracy, and as a result academic guidance has improved since the last inspection and is good. Staff are committed to caring for pupils and the school fully meets statutory requirements regarding the safe recruitment of staff. All the positive changes in the school have been as a result of the good leadership of the headteacher ably supported by the assistant headteacher. There is a strong sense of direction in the recently appointed senior team. Capacity to improve further is good due to the recent improvements in teaching and pupils' achievement in mathematics. However, leadership and management across the school are satisfactory because the positive changes have not yet fully impacted on pupils' achievement across the school. The school has a clear understanding of the main areas for development and its self-evaluation has been effective. However, school improvement planning lacks measurable outcomes which are linked to raising standards and opportunities are sometimes missed to ensure that feedback given to teachers is sufficiently robust and will lead to improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the school at the beginning of the year of their fifth birthday with knowledge, skills and understanding that are broadly in line with expectations for their age. However, school data indicates that a growing proportion of children enter the school with key skills in reading, writing and aspects of mathematics that are below expectations for this age. Most are happy and confident children whose personal, social and emotional development is good. However, their speaking and listening skills are more mixed which affects their learning in several key areas. Nevertheless, most children make good progress and those of all abilities achieve well. This is because teaching, learning and the curriculum are good overall. A particular strength is in the organisation of free-flow activities where children move between the two classroom bases and the outdoor area to choose from an interesting range of activities. They enjoy, for instance, making peg dolls and playing with a range of traditional games as part of the current focus on toys, old and new. Similarly, they like using the tricycles and bicycles and acting out various roles on the large play equipment. Leadership and management of the provision are good. However, staff miss opportunities to promote children's welfare more effectively through focussing on how to play safely and be aware of others.

What the school should do to improve further

- Increase the rate of pupils' progress and raise standards, particularly in boys' writing, so that consistently good progress is made by all pupils across the school.
- Ensure that teaching is consistently good or better.
- Through the robust marking of pupils' work, ensure that all pupils know how well they are doing and what they need to do to improve.
- Ensure that school improvement planning, has measurable outcomes that are clearly linked to raising standards and staff know what they need to do to improve their teaching.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Satisfactory progress is made through Key Stage 1 and pupils achieve standards that are broadly in line with national averages by the end of Year 2. Standards and achievement in mathematics, particularly in upper Key Stage 2, have recently improved due to the implementation of a structured diagnostic test which has helped teachers focus their teaching with greater accuracy. Standards and achievement in writing are generally below those expected. The school is aware that boys do not achieve as well as girls, particularly in writing. They have put robust plans in place to raise boys' achievement but these have not yet had time to impact fully on standards. By the end of Key Stage 2, pupils' progress accelerates and many achieve well, reaching standards above those expected for their age.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils understand how to lead a healthy lifestyle and enjoy lots of physical activity,

although there is more to do to persuade some pupils of the benefits of a healthy diet. Most like school, particularly lunchtimes and being with their friends. They enjoy taking on responsibilities such as participating on the school council or Eco committee, both of which provide opportunities for them to help improve life for others in the school and local community. These activities, coupled with the development of basic skills and growing self-confidence help pupils prepare well for their future. Attendance is good, but affected by a significant number of families taking holidays in term time. Behaviour is satisfactory overall. Most pupils behave well in lessons, but at playtimes and when moving around the school their boisterous and at times thoughtless behaviour impacts on the safety of others.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory with some good elements. In the best lessons, pupils are enthused due to good relationships and high expectations. Lessons with appropriate challenge engage the pupils and behaviour in these lessons is good. In Key Stage 1, talk partners are used very effectively to help children clarify their thoughts. When teacher explanations are expressed clearly, pupils are confident to tackle work independently. Planning is detailed and usually matches work to pupils' differing abilities. Effective support by teaching assistants ensures that pupils' needs are well met in lessons, particularly those who need extra support with their reading, writing and number work. When explanations are too long, they limit the opportunities for pupils to be actively engaged and this slows their progress. Where teaching is less effective the pace of the lesson slows and some pupils lose focus and become passive in their learning. Work is regularly marked but comments often do not give pupils enough guidance about how to improve.

Curriculum and other activities

Grade: 2

The school follows the International Primary Curriculum and has phased the introduction over two years. Teachers and pupils are positive about the thematic approach offered. Children enjoy thematic teaching and the standard of work and pupil engagement during these sessions is good. In the best sessions pupils manage their own learning independently. Planning identifies links between subjects, and systems to monitor pupils' progress are being developed by subject coordinators. The school is looking to develop links between literacy and numeracy and the themes covered in the International Primary Curriculum sessions, especially in writing to support the achievement of boys. The curriculum is enhanced by a range of educational visits, utilising the local community. The school has also established strong links with a school in India. Educational visits are enjoyed by the pupils and the long established Year 6 residential visit to the Isle of Wight is looked forward to by pupils and enables the study of a contrasting locality. A variety of extra-curricular activities, including a French club, are offered. These are well-attended although some parents feel they could be better publicised. Pupils have opportunities to develop competence in information and communication technology as a discreet subject and part of the wider curriculum.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils is good. Teachers and support staff know the pupils well. Pupils know there is always someone they can turn to if they have any worries. Policies and procedures for safeguarding pupils and their welfare are firmly in place, as are procedures for child protection. The school has good links with a range of external agencies that support their development well. Pupils with learning difficulties are well supported. Teaching assistants are experienced and skilled. This has a positive impact on pupils' learning and development. Academic guidance is good. The school has good procedures to check and track the progress made which is having a positive impact on identifying where pupils need additional support. However, the supervision of pupils at playtimes and the care provided by mid-day staff is not always as effective as it might be in ensuring pupils play safely or develop good manners and awareness of others' well-being.

Leadership and management

Grade: 3

The headteacher's dedicated and effective leadership, with strong support from the assistant headteacher and governing body, has pulled everyone together to meet the needs of pupils, ensuring an increasing proportion make good progress and develop into confident young people. The headteacher recognises that school improvement priorities sometimes lack sufficient clarity and rigour that will lead to further improvements. Governance is satisfactory. The governors fulfil their legal responsibilities well, are regular visitors and very supportive of the school. They generally have a clear understanding of the strengths and weaknesses of the school and hold senior leaders to account. Community cohesion is satisfactory. Communication with parents is regular and informative. One parent, typical of many, commented, 'All the children at Scargill are treated as individuals and the staff are fantastic'.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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 learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

11 June 2009

Dear Pupils

Inspection of Scargill Church of England Primary School, Ilkeston DE7 6GU

Thank you very much for the warm welcome you gave us when we visited your school. We really enjoyed talking to you, looking at your work and watching you learn. I thought you would like to know what we thought about your school and how it could improve.

- You go to a satisfactory school which has some significant strengths.
- You are well looked after by the school.
- You are enjoying the International Primary Curriculum lessons.
- You get off to a good start when you come into Reception.
- You all look very smart in your school uniform.
- Your attendance is good and you can continue to help your school by making sure that you all come to school every day.
- You and your teachers know how well you are doing and they give you the right sort of help so you do not get behind in your work.
- You are polite and considerate young people and you can help your school by making sure your behaviour is good all the time.
- Your headteacher leads the school well.

In order to make your school even better, I have suggested that your headteacher and other teachers do the following things.

- Ensure that you all do as well as you can particularly in writing.
- Make sure all your teachers help you achieve your best and everything is always as good as it can be.
- Make sure you all know exactly what you have to do to improve your work when it has been marked by your teacher.
- Ensure that your school leaders develop clear plans so you make as much progress as you can.

Yours faithfully

Marian Harker

Her Majesty's Inspector