

Scargill Junior School

Inspection report

Unique Reference Number	102281
Local Authority	Havering
Inspection number	335868
Inspection dates	9–10 February 2010
Reporting inspector	Linda Pickles

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Boys
Number of pupils on the school roll	279
Appropriate authority	The governing body
Chair	Paul Campbell
Headteacher	Amanda Ireland
Date of previous school inspection	7 February 2010
School address	Mungo Park Road Rainham Essex RM13 7PL
Telephone number	01708 555677
Fax number	01708 522692
Email address	aireland@scargilljun.org.uk

Age group	7–11
Inspection dates	9–10 February 2010
Inspection number	335868

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspection team spent three quarters of the time in classrooms, inspected 20 lessons and observed all of the ten class teachers at least once. They held meetings with governors, staff, groups of pupils and a representative from the local authority. They observed the school's work and looked at development plans, the school's monitoring of provision, safeguarding documentation and 51 questionnaires completed by parents. They also looked at questionnaires from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of more able pupils to determine whether teaching is sufficiently challenging
- the effectiveness of leadership and management in securing improvement based on accurate self-evaluation
- improvements to the curriculum to ensure balance and coverage across subject areas
- the extent to which pupils have opportunities to learn about other cultures.

Information about the school

Scargill Junior is a larger than average school. Most pupils are from a White British Background and a few come from a range of minority ethnic groups, the largest of which are pupils from a Black African background. A very small minority have a first language other than English, although very few of these are at the early stages of learning English. The proportion of pupils who have special educational needs and/or disabilities, predominantly moderate learning difficulties, is well below that found nationally. The school has awards for information and communication technology (ICT) and promoting the arts.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Main findings

Scargill Junior is a good school. The very large majority of responses to the questionnaires indicate that parents are happy with their child's experience at school. As one parent stated, 'I believe the school go above and beyond what they need to do and my child is very happy.' Pupils feel safe because of the school's good care, guidance and support and well-established safeguarding procedures. Pupils' enjoyment of school is shown by their good behaviour and good social, moral, spiritual and cultural development. As one pupil said, 'My school is very good; it helps me learn and makes me feel safe. We do lots of fun and interesting work.'

Pupils enter the school with attainment that is broadly average and make good progress to reach standards that are above average by the end of Year 6. The school has accurately identified that progress is slower in writing and mathematics than reading for older pupils. Throughout the school, the overall quality of teaching is good and ensures that all pupils, including those with special educational needs and/or disabilities and those identified as more able make good progress. Assessment procedures are rigorous and marking and guidance are strong across all subject areas. Pupils' progress in the non-core subjects, however, is not formally assessed and monitored. The curriculum is well matched to the needs and interests of the pupils, providing interesting and imaginative links across subjects. Increased opportunities for pupils to use ICT make a significant contribution to their excellent skills and progress in this area.

As a result of clear and systematic strategic planning and purposeful leadership by the headteacher, the school has improved the quality of teaching and the curriculum since the last inspection. Senior leaders have successfully managed staffing instability over recent years to ensure that there has been an unremitting focus on improvement. Leaders and managers at all levels use monitoring well to evaluate the impact of their actions and identify priorities for further development. They have an accurate view of the school's strengths and weakness. This demonstrates that the school has good capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment and improve progress further in writing and mathematics and improve the proportion of good and better teaching by:
 - providing more opportunities for pupils to discuss their learning and to apply their mathematical skills to real-life contexts in lessons

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- developing pupils' independent and extended writing skills across all subjects.
- Extend existing good practice in English, mathematics and science to track and monitor pupils' progress in non-core subjects.

Outcomes for individuals and groups of pupils**2**

Although attainment in national tests dipped in 2009, the school's current tracking indicates that Year 6 pupils are making good progress and attainment is above average. Pupils from minority ethnic groups and those with a first language other than English are making good progress in line with their peers. Recent improvements in the teaching of mathematics, an identified priority for school improvement, are having a positive impact on the good progress that pupils make, particularly more able pupils. Pupils with special educational needs and/or disabilities make good progress from their starting points because of well-targeted support by additional adults in class and through intervention programmes.

Pupils enjoy their learning, as seen in an outstanding English lesson where pupils were highly enthusiastic and actively involved in discussing and planning their own designs for personalised shirts. Pupils made excellent progress because planning made clear links to prior learning, and imaginative use of artefacts and multi-media technology promoted high levels of engagement. In all lessons observed, pupils demonstrated positive attitudes towards their learning. Pupils are involved in assessing their own learning and can confidently explain what they need to do to improve their work further.

Pupils are confident that if they have any concerns, they will be sorted out by the adults in school. Pupils' behaviour in lessons and around school is consistently good and relationships with each other and staff are considerate and respectful. Pupils have a good understanding of how diet and exercise contribute to a healthy lifestyle, and participation in extra-curricular sporting activities is high. The school council, environmental council and use of Year 6 pupils as peer mediators encourage pupils to make a good contribution to the school. Pupils make a good contribution to the wider community through the choir and participation in sporting events. Pupils have a well-developed understanding of the difference between right and wrong and are keen to support those who are less fortunate than themselves through a range of fundraising events. Good basic skills, particularly in ICT, and above average attendance prepare pupils well for the next stage of their education.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The overall quality of teaching is good because teachers effectively plan lessons which match the different abilities of pupils and use a range of resources to stimulate their interest. Good use is made of ICT to engage pupils and provide effective visual stimulus to motivate them in their learning. Classrooms are well organised and relationships are good. Teachers consistently share with pupils what they are learning at the start of lessons and use skilful questioning to check pupils' understanding and extend their thinking. Where progress is slower, activities do not always make clear to pupils how their skills and knowledge can be applied in a real- life context. Additional adults are generally well deployed to support the learning of identified pupils during lessons.

Progress and attainment are carefully monitored in the core subjects to ensure all pupils are making progress. Marking is positive and constructive and provides clear guidance for pupils about how they can improve their work further. The use of the school's marking policy is consistently applied across the school and across all subjects. The curriculum has significantly improved since the last inspection and is planned carefully to provide imaginative experiences which are broad and balanced and reflect different cultures and beliefs. The school has been successful in improving the provision for ICT across all subjects and this makes a strong contribution to pupils' very well developed skills and understanding in this subject. In a Year 5 ICT lesson, pupils were able to import texts and pictures and establish hyperlinks when preparing a PowerPoint presentation about the Aztecs. Cross-curricular links across subjects, particularly art, drama, English, design and technology, and music are well established and make a significant contribution to pupils' good progress. The school has correctly identified that

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

pupils have limited opportunities to develop their extended writing skills across all curriculum areas to further consolidate their understanding. Themed weeks, visits and visitors provide a good range of enrichment activities which enhance pupils' enjoyment of learning.

Good levels of care and support and close collaboration between teachers and other adults ensure individual pupils' needs are met. Concerns about individuals or groups are responded to quickly through a range of intervention programmes. Support from external agencies makes a significant contribution to pupils' good progress and well-being. Parents of pupils with specific needs are informed and fully involved in their child's learning. Transition arrangements are well established for entry to secondary schools. Procedures for monitoring attendance are rigorous and have been successful in maintaining above average levels.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a very clear vision and has successfully steered the school's continued improvement since the last inspection. She is ably supported by the deputy headteacher and other senior leaders, who consistently communicate high expectations for continuous improvement, which are shared and understood by staff. Senior and middle leaders rigorously monitor all aspects of the school's performance and self-evaluation is accurate. Improvements are systematically tackled and well timed and the inspection team agree with the school's judgements. The school's inclusive ethos ensures that there is no marked variation in the achievement of different groups. Governors are rigorous in ensuring that pupils are safe and discharge their statutory responsibilities effectively. The challenge provided by governors and their ability to hold the school to account has improved since the last inspection and is now good.

Procedures for safeguarding pupils are well established and the school adopts recommended good practice across all areas of its work. The school works effectively with external agencies to reduce the risk of harm to pupils. The school engages well with parents and carers who are regularly informed about all aspects of their child's learning. Actions to promote community cohesion are now good as a result of the school's extended links to organisations both nationally and globally, and pupils from culturally diverse backgrounds work and play together harmoniously.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The very large majority of parents and carers who returned questionnaires are happy with their child's experience at school. They feel that their children are safe and enjoy being at school. Most agree that their children are making good progress and that the school helps them to support their children's learning. The inspection findings support these positive responses. A small minority expressed concerns about how effectively the school deals with unacceptable behaviour and the extent to which the school takes account of parents' suggestions and concerns. The headteacher was made aware of these concerns. The inspection team judge that behaviour is good, and the school deals with any parental concerns promptly and in line with the school's policies and procedures.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scargill Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 279 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	33	29	57	5	10	0	0
The school keeps my child safe	17	33	32	63	1	2	0	0
The school informs me about my child's progress	13	25	32	63	3	6	1	2
My child is making enough progress at this school	10	20	34	67	3	6	1	2
The teaching is good at this school	12	24	35	69	2	4	1	2
The school helps me to support my child's learning	9	18	37	73	3	6	0	0
The school helps my child to have a healthy lifestyle	11	22	36	71	3	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	16	37	73	3	6	0	0
The school meets my child's particular needs	11	22	35	69	2	4	1	2
The school deals effectively with unacceptable behaviour	9	18	27	53	10	20	2	4
The school takes account of my suggestions and concerns	9	18	31	61	6	12	2	4
The school is led and managed effectively	11	22	28	55	7	14	1	2
Overall, I am happy with my child's experience at this school	10	2	33	65	4	8	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 February 2010

Dear Pupils

Inspection of Scargill Junior School, Rainham RM13 7PL

This letter is to thank you for welcoming the inspection team when we visited your school recently, and to tell you what we found out. We really enjoyed having the opportunity to talk to you and listening to your views about the school. You told us that you enjoy school and feel safe. We found that Scargill Junior is a good school.

These are the things that we think are good.

- You behave well and try hard in lessons.
- You are kind and considerate towards each other, and pupils from different backgrounds get on well together.
- The adults in school take good care of you.
- Teaching is good, and marking in your books helps you to make progress.
- You learn about lots of interesting things and are very good at using information communication technology (ICT).
- The governors help the headteacher and staff to make sure you do well.

To help the school become even better, we have asked the headteacher to:

- make sure that you have the opportunity in mathematics to apply your learning to real-life problems
- give you more opportunities to practise your extended writing across all subjects, not just in English
- check how well you are doing in all your subjects, not just in English, mathematics and science.

You can help by coming to school every day and continuing to work hard. Good luck for the future.

Yours sincerely

Linda Pickles

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.