

# Scargill CofE (Aided) Primary School

Beech Lane, West Hallam, Ilkeston, Derbyshire, DE7 6GU

## Inspection dates

10–11 November 2016; 24 January 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have not ensured that all staff follow all school policies precisely. Until very recently, this has led to lapses in record-keeping, for example.
- Governance requires improvement. Most governors do not know the school well enough. They do not ask detailed enough questions in order to hold leaders to account thoroughly.
- Inconsistent action by school leaders means that not all pupils have a clear understanding of how to deal with alleged bullying. As a result, the school has not supported their personal development and welfare as well as it could have done.
- Staff have not always applied the school's behaviour policy consistently, resulting in occasional disruption in lessons.
- Communication with parents is not effective enough. A minority of parents expressed concerns over how leaders manage alleged incidents involving pupils' behaviour.
- Pupils make slower progress in mathematics than they do in reading and writing.
- Some adults do not have high enough expectations of what the most able pupils, including those who are disadvantaged, can achieve across a range of subjects.

### The school has the following strengths

- Provision in the early years is good. Children learn well and, by the end of their year in the Reception class, they are well placed to start in Year 1.
- The progress that pupils make from their starting points is at least in line with, and in some subjects better than, the national average for primary schools.
- Attendance has been above the national average for primary schools for three years.
- The teaching of phonics is good. Pupils use their skills well to work out unfamiliar words as they read.
- The school's curriculum is broad and balanced. Pupils enjoy a wide range of clubs and opportunities to play a part in the local community.
- Teachers use effective questioning and strong subject knowledge to ensure pupils grasp new concepts securely.

## Full report

### What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
  - all staff adhere to school policies at all times
  - communication with parents is improved, particularly when issues arise relating to their children
  - pupil premium funding is used more effectively to accelerate the progress of the most able disadvantaged pupils.
- Immediately improve the quality of governance.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - all staff have the highest expectations of pupils when they present their work
  - teachers provide pupils with sufficient opportunities to practise their problem-solving and reasoning skills in mathematics
  - teachers plan work that is suitably challenging for the most able pupils in all subjects.
- Improve the quality of personal safety, behaviour and welfare by ensuring that:
  - all pupils understand how to successfully manage alleged incidents of bullying so that they feel safe within their school
  - all teachers communicate the school's expectations of behaviour clearly and operate the school's behaviour policy consistently.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have not done enough to eradicate bullying and have not used their own anti-bullying policy effectively. Some pupils told inspectors that they had experienced bullying. Some of these pupils said that they had little faith that leaders would tackle this issue effectively for them. Until recently there have been no credible records to identify the support that pupils receive if they experience bullying. Nevertheless, the majority of pupils and parents said they believed that adults in school would deal with alleged incidents of bullying appropriately. Immediately following the initial inspection visit in November 2016, and with support from the local authority, leaders implemented procedures to tackle, and record, alleged incidents of bullying more consistently and effectively.
- Leaders have not made sure that all school policies are up to date or that all staff follow them precisely. They have not checked that these policies have a positive impact on pupils' education.
- Two leaders have responsibility both for pupils who have special educational needs and/or disabilities and those pupils who are disadvantaged. They are also responsible for the most able pupils and those pupils who are looked after by the local authority. Some of the policies for which they are accountable are out of date. The two leaders check the progress that these groups of pupils are making and ensure that they receive the support and intervention they need to help them achieve as well as others.
- Leaders generally make good use of the pupil premium funding the school receives. They do not evaluate in sufficient detail, however, the impact these funds have in raising standards. For example, it is not clear how the attainment and progress of the most able pupils supported through this additional government funding have improved.
- Leaders of English and mathematics understand their responsibilities and how the improvements they are implementing link to whole-school priorities. Subject and other middle leaders are hardworking and have the ability to drive improvement.
- The physical education and sport funding is used well to promote pupils' participation in physical activity. The funds also support teachers in developing their skills in teaching physical education. Teachers said that they now feel more confident to teach these skills.
- The school's curriculum ensures that pupils receive an appropriate balance and breadth in their learning. Pupils are involved in a range of activities where they learn about people who have different faiths from their own and how people in other parts of the world live. They have the opportunity to be involved in the community outside the school, to take responsibility and to act as leaders and as part of a team. During the inspection, pupils were involved in a celebration of remembrance where they behaved in a respectful and dignified manner while learning about the ceremony and its meaning.
- Leaders develop pupils' spiritual, moral, social and cultural development well. Pupils enjoy taking responsibility around school, for example by helping the youngest pupils at lunchtime. Pupils who spoke with the inspector demonstrated respect and understanding for people who have lifestyles or beliefs that are different to their own.

- Leadership of the early years provision is good. Although the leader has only been in the post for a short period of time, she has made a positive difference. She has an accurate view of the issues that need addressing and has put in place effective actions in order that children make good progress.

### **Governance of the school**

- The governance of the school requires improvement.
- The governing body has not made sure that all school policies are up to date and make a difference for pupils.
- Governors have relied too much on reports from the headteacher and not provided sufficient challenge to make sure they fully understand the school's performance. For example, they have not checked closely enough that the pupil premium funds allocated to the school make a difference for all the pupils who receive support from them.
- Governors are ambitious for the school and want the pupils to do well. Some governors have a greater knowledge of the school's strengths and weaknesses and use this knowledge to good effect to support and challenge leaders.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Staff have received training in safeguarding and designated safeguarding leads are in place. Individual pupils' safeguarding records are well kept.
- Leaders work effectively with external agencies to keep pupils safe when welfare concerns arise.
- Pupils say that they are taught how to keep themselves safe, for example when they use the internet. Visitors, such as from the emergency services, teach pupils about fire safety.
- Some pupils said that they had experienced bullying. Until recently, leaders have not kept sufficiently thorough records of any incidents of bullying, the actions taken and their impact. This was immediately rectified following the initial inspection visit in November 2016.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers' strategies to promote pupils' reading are effective. Pupils have very regular opportunities to learn to read and to develop their reading skills. Pupils told inspectors that they enjoyed reading the books that were available to them in school and at home.
- Typically, pupils make good progress and enjoy their learning as a result of their teachers' good subject knowledge. In one class, pupils in Year 5 and 6 were working enthusiastically to write leaflets about Brazil. They were extending their vocabulary and improving their writing.
- Teachers make effective use of resources and well-considered questions to deepen pupils' understanding of the ideas that are being taught.
- In lessons, pupils are keen to answer the teachers' questions and to offer their own ideas. Pupils describe what they are learning knowledgeably and how it links to previous lessons. Teachers deal with pupils' misconceptions quickly.

- At the end of 2016, leaders noticed that pupils did not achieve as well in spelling, punctuation and grammar as they did in other aspects of English. They have been quick to tackle this. Teachers reinforce pupils' learning in these areas during lessons and when they provide feedback to pupils. Pupils' books show that they are making good progress in spelling, punctuation and grammar so far this year.
- Teachers ensure that pupils learn a range of strategies that they can use in mathematics in order to solve problems independently of their teacher. Inspectors saw pupils skilfully applying these age-appropriate strategies and making progress as a result. Opportunities for pupils to develop their mathematical reasoning skills, however, are limited.
- Across a range of subjects, teachers do not always set work that is sufficiently challenging for the school's most able pupils, including those who are disadvantaged.

## Personal development, behaviour and welfare

## Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Some pupils said they had experienced bullying. Until recently, leaders have not kept appropriate records. This means that they have been unable to analyse closely patterns of behaviour. This has hampered their ability to develop pupils' personal development effectively.
- Following the initial inspection visit in November 2016, leaders immediately enlisted support from the local authority and remedied this shortfall in their work. They are determined that this important aspect of pupil welfare will improve immediately and significantly. On the visit to gather additional evidence, inspectors found clear evidence that improvements had begun.
- Pupils who spoke with inspectors were polite and articulate. They listened carefully to each other and showed respect and empathy for those who experience difficulties.
- During the inspection, teachers promoted the importance of trying your best during a celebration assembly. Pupils showed respect and genuine pleasure for their peers as they received their awards.
- Pupils are taught ways in which they can keep safe when using the computer. They have been informed about some of the risks that they may encounter, how they could be exploited by others and what they should do under these circumstances.

### Behaviour

- The behaviour of pupils requires improvement.
- Most pupils demonstrate a good understanding of the school's behaviour policy. Pupils say that when teachers apply it consistently, it is effective. Inconsistency in this regard was more prevalent during the initial inspection visit.
- Pupils sometimes have their learning disrupted because of the silly and distracting behaviour of others in the class.
- The vast majority of pupils behave well and say that they enjoy coming to school because they 'like to learn new things'.

- Almost all pupils demonstrate positive attitudes to learning because teachers plan learning that is interesting for them and encourage them to do well.
- The majority of pupils are positive about behaviour in the school.
- Leaders' work to ensure that pupils attend school is effective. Pupils' attendance levels are higher than the national average. The proportion of pupils that are persistently absent is low.
- No pupil was excluded from school in 2014 and in 2015.

### **Outcomes for pupils**

**Good**

- Pupils achieve well in phonics. Since the previous inspection, achievement in phonics has improved vastly and the proportion of pupils reaching the expected standard has been at or above national levels.
- School assessment information shows that pupils are making good progress from their starting points in reading, writing and mathematics so far this year.
- In 2016, the national tests indicated that pupils made the expected progress in mathematics, strong progress in reading and well above average progress in writing by the end of key stage 2. Pupils are well prepared for the next stage of their education.
- The progress that disadvantaged pupils made in reading and writing by the end of Year 6 in 2016 was greater than that seen for other pupils nationally, indicating that the difference is diminishing.
- At the end of the summer term 2016, leaders rightly identified that the proportion of pupils achieving the expected standard in spelling, punctuation and grammar fell below the national average. Leaders put in place a strategy to improve this. Pupils' books showed that this is already beginning to have an impact as pupils' use of these aspects of English is improving over time.
- Pupils' books show that teachers are not offering pupils sufficient opportunities to practise their mathematical reasoning skills. Nor are they reliably insisting on pupils presenting their work to the best of their ability across the curriculum.

### **Early years provision**

**Good**

- Leadership within the early years is good. Although new to the post, the leader has quickly understood her role and her responsibilities. She has an accurate picture of the strengths of the provision and the areas that require further attention. She has a clear vision of what good early years learning looks like.
- Children are well prepared for the next stage of their education. The proportion achieving a good level of development is above the national average. Teachers and teaching assistants make sure that children's learning journeys are jam-packed with evidence of pupils' progress and attainment.
- Staff skilfully promote the early language development of children. They are skilled at teaching phonics. Children's reading skills develop well as a result.
- Children are safe and feel safe in the early years. Statutory welfare requirements are met. Safeguarding and welfare procedures are effective. Parents speak highly of the early years staff and the quality of the information they receive about their child's

progress and welfare.

- Children enjoy their learning. They collaborate well with each other, listen carefully and offer their opinions. Inspectors saw pupils engrossed in stimulating and well-planned activities about the first moon landing. They were relishing their learning.
- The proportion of disadvantaged children in the early years is too low to report on their progress.
- The early years leader has rightly recognised the need to ensure that children's starting points are accurately assessed when they enter the provision.
- The school does not extend the talents and abilities of the most able children within early years often enough.

## School details

Unique reference number	112895
Local authority	Derbyshire
Inspection number	10003380

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	392
Appropriate authority	The governing body
Chair	Linda Webster
Headteacher	Andrew Poole
Telephone number	0115 932 0005
Website	<a href="http://www.scargill.derbyshire.sch.uk">www.scargill.derbyshire.sch.uk</a>
Email address	<a href="mailto:info@scargill.derbyshire.sch.uk">info@scargill.derbyshire.sch.uk</a>
Date of previous inspection	15–16 September 2011

## Information about this school

- At the time of the initial inspection visit, the school did not meet requirements on the publication of specified information on its website because some of it was out of date. This was rectified by the time inspectors returned to gather additional evidence.
- The headteacher receives support for school improvement from the headteacher of a local school. This has been arranged by the local authority.
- The school is larger than the average primary school.
- The proportion of disadvantaged pupils is much lower than the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national figure. The proportion who receive support through a statement of special educational needs or an education, health and care plan is average.



- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of key stage 2.

## Information about this inspection

- An initial inspection visit to the school took place on 10–11 November 2016. Two of Her Majesty’s Inspectors undertook a further visit to the school on 24 January 2017 to gather additional evidence.
- Inspectors observed learning in all classes, visiting 34 lessons in total. Some of these observations were undertaken jointly with the headteacher.
- Inspectors looked at the work of pupils across a wide range of year groups to gain a view of the impact of teaching over time. Work from a variety of subjects, including English and mathematics, was also seen.
- Meetings were held with the headteacher and other senior leaders, including the special educational needs coordinators, leaders with responsibility for English and mathematics and the leader of the early years provision. Inspectors met with the chair of the governing body, other governors, the headteacher who provides school improvement support to the school on behalf of the local authority and a representative of the local authority.
- Inspectors spoke formally with four groups of pupils to gain their views of the school. They also spoke with pupils informally at playtime, lunchtime and in lessons.
- The inspectors looked at a range of documents, including the school’s self-evaluation, whole-school plans, an overview of the quality of teaching, the headteacher’s reports to the governing body and information relating to the safeguarding of pupils’ safety and welfare. A range of information relating to pupils’ achievement and attendance was also discussed with the headteacher.
- An inspector walked the school site to assess its safety and reviewed documents relating to health and safety.
- An inspector spoke with a group of teaching assistants in order to gain their views.
- An inspector observed the whole-school assembly.
- Inspectors took into account the views of staff, parents and pupils through Ofsted’s online surveys and during the inspection.

## Inspection team

Jayne Ashman, lead inspector	Her Majesty’s Inspector
Helen Atkins	Ofsted Inspector
Jeannie Haigh	Ofsted Inspector
Ian Hart	Ofsted Inspector
Di Mullan	Her Majesty’s Inspector
Sally Smith	Her Majesty’s Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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