

# Scargill Junior School

Mungo Park Road, Rainham, RM13 7PL

**Inspection dates** 18–19 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders, managers and governors have improved the school well since its previous inspection, to the extent that teaching and achievement are now good.
- Strong leadership of teaching and rigorous checks on the quality of learning have ensured that the school continues to improve.
- Disadvantaged pupils make good progress because the pupil premium is spent effectively in supporting them.
- Teaching is lively and engages pupils well. Teachers use questioning effectively to deepen pupils' understanding.
- Pupils' behaviour is good and they have positive attitudes to learning. They say they feel safe in school.
- The school promotes pupils' spiritual, moral, social and cultural awareness well and gives them a good understanding of British values.
- Leaders are skilled at helping teachers new to the profession to become effective practitioners.
- Leaders, managers and governors know the school's strengths and areas to develop well. They have effective plans for improvement.
- The governing body is more effective than it was at the time of the previous inspection. Governors challenge leaders about the school's work.

### It is not yet an outstanding school because

- The quality of work in other subjects is not as high as it is in English and mathematics.
- Teachers do not show pupils how to improve their work effectively in all subjects.
- Leaders of some subjects have not had the same opportunities to make a difference to pupils' learning, as has been the case in English and mathematics.

## Information about this inspection

- The inspection team observed learning in 24 lessons or parts of lessons, seven jointly with the headteacher or deputy headteacher. The inspectors also attended two assemblies.
- The inspectors listened to pupils read and, with the headteacher and deputy headteacher, looked closely at samples of pupils' work.
- The inspection team looked at a wide range of school documents, including development plans, policies, self-evaluation reports and safeguarding records. They considered evidence of the school's partnership work and the information provided for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff. The inspectors talked to the Chair of the Governing Body, four other governors and a representative from the local authority.
- The inspectors took account of the 31 responses to the online questionnaire, Parent View, and the school's own survey of parents. They also spoke informally to parents.
- The inspectors considered the 33 staff questionnaires that were completed.

## Inspection team

Nick Butt, Lead inspector	Additional Inspector
Claire Stewart	Additional Inspector
Abigail Misselbrook-Lovejoy	Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school. There are two classes in each year group and two mixed-age classes.
- Most pupils are White British.
- The proportion of disadvantaged pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is average.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment by the end of Year 6.
- The school was built in 1965. Half of it burned down and was rebuilt in 1985. Two new classrooms were added in 2015 in readiness for the school to expand to three forms of entry from September 2016.

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

- Improve teaching and raise achievement to outstanding by making sure that teachers:
  - have the same high expectations of pupils' work in other subjects as they do in English and mathematics
  - show pupils how to improve their work effectively in all subjects.
- Increase the opportunities for leaders of other subjects to have the same positive impact on accelerating pupils' progress as has been achieved in English and mathematics.

## Inspection judgements

### The leadership and management are good

- Leaders, managers and governors have worked effectively with staff to drive improvement since the previous inspection so that the school's overall effectiveness is now good. The headteacher, deputy headteacher and special educational needs coordinator form a strong and experienced senior team whose pursuit of excellence has been relentless. This has created a 'no excuses' culture which has enabled teaching to improve rapidly so that it is consistently good, and behaviour also to become good.
- Strong leadership of teaching means that all staff are clear about their strengths and areas for improvement. As well as more formal checks by senior leaders on the quality of teaching, staff also work together to support one another in improving their practice. The recent use of video to record lessons has been especially beneficial.
- Leaders are skilled at developing teachers new to the profession and giving leadership opportunities to more experienced teachers. When staff move on, it is often as a result of promotion and this reflects well on the positive impact of the school's leaders and managers.
- The local authority has been a great support to the school since the previous inspection and has provided professional development and challenge. Regular 'monitoring board' meetings, attended by representatives from the school, local authority and governing body, have kept a careful check on the school's journey to good.
- Key subject leaders of English and mathematics know their areas very well and are involved in supporting staff. Leadership of those pupils who have special educational needs is also strong and ensures that they make good progress. The leadership of some other subjects is not so well developed, as these have not been priorities for improvement. Senior leaders recognise that leaders of these subjects have not had the same opportunities to make a difference as have been given to the leaders of English and mathematics.
- The school uses the pupil premium effectively to support disadvantaged pupils both academically and in their personal development. Leaders are very clear how this group of pupils are performing, and what help they need, to do as well as the others in the school. Disadvantaged pupils benefit from assistance with trips, clubs and music lessons, so that they enjoy the same opportunities as other pupils.
- The school makes sure that all pupils are treated equally and have every chance to succeed. Pupils know that discrimination is not tolerated.
- Leaders, managers and governors keep a close eye on how well the school is doing. They form accurate views about its effectiveness and what would make it even better. Action plans for improvement set out precisely what will be done by whom and by when, and describe the key stages along the way that will ensure success.
- The school promotes British values through displays around classes and in the hall. Pupils advocate fair play, tolerance and democracy. Teaching staff develop pupils' spiritual, moral, social and cultural awareness well. Diverse groups of pupils from different backgrounds cooperate well together. The school prepares them well for life in modern Britain.
- Pupils reflect on their learning across different subjects. The curriculum is effective in giving pupils rich experiences, such as drama workshops based on Shakespeare's play, *'A Midsummer Night's Dream'*. They enjoy trips to places of interest including a residential visit.
- Most parents are positive about the school, although there were some concerns expressed on Parent View. The school's own survey of parents, which was a greater sample, was overwhelmingly positive, and parents who spoke to inspectors shared their confidence in the school's work.
- The primary physical education and sport premium is spent effectively on yoga, membership of the local sports partnership and on coaching for pupils and staff. Pupils take part in more tournaments with increasing success. For example, they won the 'Kwick Cricket' competition.
- The school's safeguarding arrangements meet requirements and are effective. All checks are carried out on staff before they are permitted to take up their employment. The school keeps careful records of any concerns.
- **The governance of the school:**
  - Governance has improved considerably and is now effective. The new Chair has built up a strong team of governors, who bring a wide range of skills to support the school. Governors fully implemented the recommendations from the external review that was carried out following the previous inspection. They have undertaken training to hone their skills. As a result, they have a good understanding about data and how pupils perform compared with other pupils nationally. They know about the quality of teaching and how leaders use the management of teachers' performance to improve their practice. They ensure

that only good teaching is rewarded and that any underperformance is tackled swiftly. Governors manage the school's finances well and make sure that additional funds such as the pupil premium and sports premium are spent for the benefit of the pupils.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils listen well and respond enthusiastically in class. Pupils say that behaviour is good. One said, 'Teachers aren't overly strict but they make it clear what they want or don't want.'
- Pupils look forward to gaining house points or celebration certificates as rewards for good behaviour and work. Pupils have positive attitudes to learning and work well together or individually.
- Pupils are polite and get on well with one another and help each other to learn. They take responsibilities seriously, such as being members of the school council, playground buddies and health champions. They run their own clubs.
- Pupils wear their uniform with pride and make sure that the school site is free of litter. They frequently raise money for charity. They also raised money for playground benches with inscriptions they devised themselves.
- Pupils organise and run the school's summer fair, which gives them the opportunity to put their numeracy skills into action.
- Attendance is generally in line with the national average, although the school is working with a small number of families whose children are frequently absent.
- Behaviour is not yet outstanding because there are occasional instances of low-level disruption when pupils are not fully engaged in their learning.

### **Safety**

- The school's work to keep pupils safe and secure is good. All those parents who responded to the school's questionnaire or who spoke to inspectors agreed that their children are safe.
- Pupils say that any rare occasions of bullying are dealt with effectively. They understand about different types of bullying such as cyber-bullying. Pupils have a good awareness of e-safety. They learn about common dangers around fire, water, rail and roads.
- Pupils check the safety of the common areas and regulate movement in and out of the school building at lunchtimes. The school can point to individuals who have joined with particular difficulties whose behaviour and attitudes have improved as a result of the support they have received.

## **The quality of teaching** is good

- Teaching has improved considerably since the previous inspection and is now consistently good. There are strong relationships between adults and pupils, and this creates a culture where pupils want to learn.
- Teachers ensure that learning is purposeful, for example through linking activities to real-life situations. Pupils in Year 5 and 6 were observed investigating a possible correlation between the length of their arm and the distance they could throw a bean-bag. After several attempts outside, they formed a table to record their findings, and some of them presented this information in the form of a scatter diagram. They found this lesson enjoyable and it helped them to collect and record data.
- The school caters well for the needs of disabled pupils and those who have special educational needs. This enables them to take a full part in lessons. Other pupils show consideration to these pupils.
- Teaching staff use questioning well to extend pupils' thinking. For example, in Year 3, skilful questioning drew out pupils' appreciation of what it would be like to witness the volcanic eruption in Pompeii in AD 79.
- Pupils benefit from having access to a variety of helpful resources such as pictures, lists of vocabulary and learning aids. They enjoy taking a full and active part in lessons, for example when Year 4 pupils arranged themselves as a human computer programme and issued various instructions as part of their work in computer coding.
- Reading is taught well. Any pupils who join the school uncertain about using phonics (the sounds that letters represent) receive additional support to build their confidence in reading unknown words. Pupils say how much they enjoy reading, and most read widely. They keep their own careful records of what they have been reading. Older pupils use more advanced skills such as inference to deepen their

understanding.

- Much has been done to improve writing since the previous inspection. Pupils now write at length as a matter of course. The quality of writing is particularly strong in literacy books. A structured approach to teaching spelling, punctuation and grammar means that pupils write increasingly correctly. The presentation of their work in literacy books is neat. In some other subjects, such as humanities and religious education, the quantity, quality and presentation of work is more inconsistent.
- The impact of teaching on learning and achievement in mathematics is good. New approaches to teaching mathematical concepts have been successful in deepening pupils' knowledge and skills. Teachers make good use of practical apparatus to support learning and make sure that pupils have the chance to apply what they know through solving problems.
- Teachers mark pupils' work regularly and often give them helpful advice about what they have done well and what could be even better. This is especially secure in literacy books. In some other subjects, including science, marking does not always make clear to pupils how they can improve their work.

### **The achievement of pupils** is good

- Pupils join the school in Year 3 with above average standards. They make good progress across Key Stage 2 and leave Year 6 with standards that are well above average. There is clear evidence that the school adds value to pupils' achievement, even though they come in well prepared for the junior curriculum.
- The current Year 6 pupils have made good progress from their different starting points in Year 3 and are on course to reach well above average standards in writing and mathematics, and above average standards in reading.
- In other year groups, pupils have achieved well this year and their attainment has improved year-on-year at a faster rate than is expected nationally. Much of the school's success can be attributed to strong leadership of teaching and rigorous checks on the quality of learning.
- Disabled pupils and those who have special educational needs achieve well because the school sets up programmes of support tailored to meet their needs effectively. Leaders train teaching assistants well and ensure that teachers also take responsibility for meeting these pupils' needs.
- Teaching staff are held accountable for the good progress of disabled pupils and those who have special educational needs, and leaders intervene quickly if anybody is at risk of falling behind.
- Disadvantaged pupils make good progress because they receive effective support both from teachers and teaching assistants in small groups and individually. In 2014, the attainment of disadvantaged pupils was better than other pupils nationally by around a term in reading and writing, and under half a term in mathematics. Compared with other pupils in the school, disadvantaged pupils were around a term ahead in reading, a term behind in writing and three terms behind in mathematics. Other pupils in the school performed particularly well in mathematics, which explains the extent of the gap. This year, any gaps in attainment are closing further.
- In 2014, the progress of all Year 6 pupils compared favourably with other pupils nationally, especially in writing and mathematics. Teachers' high expectations meant that most of the pupils who joined the school in Year 3 with average standards achieved the higher levels of attainment by the end of Year 6.
- The most-able pupils make good progress because they are challenged in reading, writing and mathematics to do the best they can. This level of expectation does not always extend to some other subjects, where on occasions, the work can be too easy for the most-able pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102281
<b>Local authority</b>	Havering
<b>Inspection number</b>	462155

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	289
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Liz Dixon
<b>Headteacher</b>	Amanda Ireland
<b>Date of previous school inspection</b>	22–23 May 2013
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