

Inspection of Scargill CofE Primary School

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

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| Inspection dates: | 12 and 13 November 2024 |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

The head of this school is Sarah Hallsworth. This school is part of Derby Diocesan Academy Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sarah Clark, and overseen by a board of trustees, chaired by Sarah Hardman Charles. There is also an executive headteacher, Malcolm Hetherington, who is responsible for this school and one other.

What is it like to attend this school?

The school's motto of 'Let all that you do, be done in love' is clear to see in the day-to-day life of the school. The school is a warm, nurturing and supportive community that is committed to ensure that pupils thrive. The school expects all pupils to achieve well. This expectation is realised.

Pupils have an impressive understanding of British Values. They give an articulate description of what these are and why they are important. They know that everyone deserves to be treated with respect. They do their best to live up to this. As one pupil summed up: 'We are all unique. We respect this.'

Pupils are polite and courteous. They thrive on the rewards on offer, including 'diddy dots', earning points and gaining the different coloured certificates. Being selected for celebration assembly is a highlight. Pupils know what happens in the event of poor behaviour but say that the white, yellow and especially red cards, are rarely needed.

Pupils are eager to contribute. They proudly describe the many roles that they take on. They are incredibly proud of the sensory garden that they have created in memory of a member of their community. Pupils are highly respectful.

What does the school do well and what does it need to do better?

At all levels, the school is well led and managed. Senior leaders, middle leaders, the local academy board and the trust have a clear understanding of their roles and responsibilities. They know what is working well in the school and what needs to improve. They have worked quickly and effectively to address the weaknesses found at the last inspection. They have grown a dedicated and talented team of staff who share the same uncompromising vision. Staff report that leaders are considerate of their workload and well-being. The school has good capacity for continued improvement.

Across the vast majority of subjects and in the early years, the school has developed a well-structured curriculum that pupils are eager to learn. Over time, the curriculum builds cumulatively on what has gone before. It prepares pupils well for what will come next. The curriculum makes clear what pupils are expected to know and remember at each stage of their education. The 'Three Rs' of 'revisit, remember and respond', helps pupils to regularly recap and remember what they have learned before. However, in a small number of cases, lessons do not align precisely enough to the curriculum. They do not focus closely enough on what pupils are expected to know and remember. As a result, in a small number of subjects, pupils' recall is inconsistent.

Those at the early stage of learning to read develop the confidence they need to read well. The school's phonics programme is well-planned. Sounds are taught in a logical order. Pupils quickly learn and remember the new sounds. They use these to decode and read new words. Children in the early years pay close attention in phonics lessons. There are high expectations of all pupils' participation, including those with special educational

needs and/or disabilities (SEND); no one slips through the net. Any pupils who begin to fall behind are well supported. They get the help that they need and soon catch up. By the end of Year 1, a good proportion of pupils reach the standards expected of them. Those that have not, typically catch up by the end of Year 2.

Beyond phonics, pupils read and study a wide range of books, genres and authors. Pupils enjoy the daily 'R Time' when teachers read to them. Pupils say that, in these sessions, teachers 'bring books to life'. As a result, pupils are keen readers. However, the school's reading curriculum does not make clear the aspects of reading that pupils are expected to learn and through the books that they study.

Pupils with SEND are supported well. The school accurately identifies the help that these pupils need. This information is well-communicated. As a result, adults provide the right level of support and challenge in lessons and around the school. Pupils who attend sessions to support their emotional well-being and/or spend time in the 'Rainbow Room' receive high quality support that is closely aligned to their stage of development.

Provision for pupils' personal development is strong. The school's programme for personal, social and health education (PSHE) is detailed and well-structured. It is supported by a detailed programme to support pupils' mental health and behaviour. Pupils have a secure understanding of how to keep themselves healthy, both physically and mentally. They learn to understand, manage and communicate their feelings and emotions. Pupils treat each other with respect, understanding and empathy.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of cases, teachers plan and deliver lessons that are not aligned precisely enough to the curriculum. In these cases, teaching does not focus closely enough on what pupils are expected to know and remember. As a result, in these places, pupils' knowledge is inconsistent. The school should ensure that teaching is consistently aligned to the intent of the curriculum and results in pupils knowing and understanding their learning.
- The school's reading curriculum, beyond phonics, is not fully sequenced. It is based on end points. It does not make clear which aspects of reading pupils are expected to learn through the books that they study. As a result, the school cannot be sure that content is taught in the best or most logical order. The school should ensure that the reading curriculum is fully sequenced and makes clear what pupils are expected to know at each stage of their education.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 144467 |
| Local authority | Derbyshire |
| Inspection number | 10324191 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 303 |
| Appropriate authority | Board of trustees |
| Chair of trust | Sarah Hardman Charles |
| CEO of the trust | Sarah Clark |
| Headteacher | Sarah Hallsworth (head of school) |
| Website | www.scargill.derbyshire.sch.uk |
| Dates of previous inspection | 1 and 2 February 2022, under section 5 of the Education Act 2005 |

Information about this school

- The school is part of Derby Diocesan Academy Trust.
- The school is part of the Diocese of Derby. The most recent section 48 inspection of this Church of England school, which is an inspection of the school's religious character, took place in June 2017. The school's next section 48 inspection will be within eight school years.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the second routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors held meetings with the head of school, the executive headteacher, the deputy headteacher, curriculum leaders, the special educational needs coordinators and groups of staff and pupils.
- Inspectors carried out deep dives in six subjects: reading, mathematics, science, physical education, art and design, and design and technology. To do this, they met with curriculum leaders, visited lessons, looked at pupils’ work and met with teachers and pupils. Inspectors also spoke to leaders, pupils and looked at curriculum documentation and pupils work in history and geography.
- The lead inspector met with representatives of the local academy committee. He met with the chief executive officer of the trust, the deputy chief executive officer and representatives of the board of trustees, including the chair.
- Inspectors took account of the responses to the Ofsted Parent View. They spoke informally to parents outside the school. Inspectors considered the responses to Ofsted’s staff survey. An inspector spoke to a parent, at their request, in school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders’ plans for improvement and their assessment of the school’s effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground.

Inspection team

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|-------------------------------|-------------------------|
| Vic Wilkinson, lead inspector | His Majesty's Inspector |
| Halil Tamgumus | Ofsted Inspector |
| Priya Saujani | Ofsted Inspector |
| Deirdre Duignan | Ofsted Inspector |

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