

# Inspection of a good school: Scartho Junior Academy

Edge Avenue, Scartho, Grimsby, North East Lincolnshire DN33 2DH

---

Inspection dates: 5 and 6 June 2024

## Outcome

Scartho Junior Academy continues to be a good school.

The principal of this school is Neville Rice. This school is part of Scartho Junior Academy Limited, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Sarah Louise Smith.

## What is it like to attend this school?

Pupils who attend the school benefit from doing so. They achieve well. This is reflected in published outcomes. Pupils' wider development is given the same priority as their academic studies. Leaders' vision to provide a holistic education to pupils is being realised.

Pupils conduct themselves well around school. They act maturely. They are welcoming to, and interested in, others. Pupils hold a positive view of the school. They accurately describe an environment where people get along with each other and help one another. Many pupils hold leadership roles, such as play leaders, which contribute positively to the school community. Disruption to learning is rare. Staff address instances of poor behaviour calmly and effectively. Adults care for the well-being of pupils at the school. Parents and carers value the school's effective work to support their children's development.

The school integrates opportunities for pupils' personal development throughout the curriculum. The school uses residential trips, such as the Year 5 trip to London, to develop pupils' independence and cultural understanding. Pupils' learning in subjects such as science is enriched with workshops delivered by visiting experts. Pupils in Year 6 combine work from several subjects in a project that helps them to learn about careers that interest them. Opportunities such as these prepare pupils well for their next steps in education.

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

Pupils learn an ambitious academic curriculum. They have a strong understanding of this. Pupils talk confidently about the knowledge and skills that they learn in individual

subjects. For example, in art and design, pupils understand how different shading techniques can be used to create texture within an image. The school's curriculum links pupils' learning in different subjects effectively.

Teachers implement the school's curriculum well. Where this is most successful, the knowledge that pupils learn is revisited regularly. Teachers check what pupils know and use the information that they gather to adapt their future teaching effectively. Staff provide pupils with opportunities to use and apply their knowledge in different contexts. This deepens pupils' understanding of the subjects that they study. Adults support pupils with special educational needs and/or disabilities (SEND) well in lessons. This enables pupils with SEND to learn the same ambitious curriculum as their peers.

Pupils regularly read books from a range of authors and genres. Reading for pleasure is promoted well by the school. Staff model reading effectively and recommend texts that they think pupils may enjoy. Pupils receive rewards for reading frequently. A small team of trained staff provide additional support for pupils who are in the early stages of learning to read. This helps these pupils to catch up. However, an increasing number of pupils require this additional support. Some staff lack expertise or experience in teaching phonics. As a result, there is inconsistency in how the school's approach to teaching phonics is implemented. Leaders have identified this and taken steps to make improvements. These are not fully embedded.

During the school's well-being lessons, pupils learn important knowledge, such as how to eat healthily or to maintain their physical and mental health. Through this curriculum, pupils learn to understand their emotions and how these have an impact on their behaviours. The school teaches pupils how to manage this impact. This effective work helps pupils learn to regulate their own behaviours consistently.

Regular attendance is well promoted by the school. It analyses the data it collects on pupils' attendance to identify patterns. The school works well with families to understand the reasons for pupils' absence and takes targeted actions to help pupils attend school more frequently.

Leaders have a clear understanding of the school's strengths and areas for development. New initiatives are introduced carefully. Staff training supports these initiatives to be implemented successfully. Staff across many roles have been helped by the school to develop new skills or gain professional qualifications. Staff at the school feel valued and appreciate the support that leaders provide.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- Some staff lack expertise or experience in teaching phonics. As the number of staff required to teach phonics has increased, this has caused inconsistency in how well phonics is taught. The school should ensure that staff have the knowledge and skills that they need to teach phonics consistently well.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2014.

## 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

<b>Unique reference number</b>	137787
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10297360
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	244
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Louise Smith
<b>Principal</b>	Neville Rice
<b>Website</b>	<a href="http://www.scarthojunior.co.uk">www.scarthojunior.co.uk</a>
<b>Date of previous inspection</b>	18 December 2018, under section 8 of the Education Act 2005

## Information about this school

- The school is a single academy trust.
- The school does not use any alternative provision.
- The proportion of pupils eligible for support through pupil premium funding is above the national average.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

- The inspector met with members of the trust board.
- During the inspection, the inspector met with the principal. He also met with other senior and middle leaders, including those responsible for safeguarding, behaviour, attendance and personal development.
- The inspector carried out deep dives in these subjects: reading, mathematics, and art and design. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector looked at a range of documents regarding the support pupils with SEND receive. He looked at the quality of the provision for pupils with SEND in lessons.
- The inspector scrutinised a range of documentation, including minutes from trust board meetings as well as the school's self-evaluation and improvement plans.
- The inspector looked at a range of information regarding behaviour. He observed the behaviour of pupils in classrooms and at social times.
- The views of pupils and staff who responded to Ofsted's surveys were considered.
- The inspector considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.

### **Inspection team**

Thomas Wraith, lead inspector

His Majesty's Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024