**Scartho Infants’ School & Nursery**

*where we play, learn and grow together*

Edge Avenue, Scartho, Grimsby, N E Lincolnshire DN33 2DH

**T:** 01472 879634 **E:** [office@sis.nelcmail.co.uk](mailto:office@sis.nelcmail.co.uk)

[www.scarthoinfants.co.uk](http://www.scarthoinfants.co.uk)

Head Teacher: Glyn Rushton

29th April 2022

Dear Parent / Carer

**Ofsted Report**

Please find attached the recent Ofsted Report following our inspection earlier in March. Firstly, I would like to thank you all very much for the support given not only during the inspection but since my arrival in the January of this year. The Lead Inspector was overwhelmed by the positive responses received to the Ofsted Parent View Questionnaire as well as the conversations had with individuals during the two-day inspection.

You will note that we still remain with Overall effectiveness and with all grades of the school being ***Requires Improvement***. Please do not be disappointed with this grade, in the eight weeks since my arrival at the time of the inspection this was the best outcome we could have hoped for. This was the grade that I evaluated the school as being, which the Inspection Team agreed with. Whilst I appreciate that this is not yet good enough please be assured that the Governors, the staff team and I do have high aspirations and expectations for the children and the opportunities that we provide here at Scartho Infants’ School and Nursery.

***‘The new leadership team has high expectations for pupils.’ Ofsted Report 2-3 March 2022***

We have already started on our journey of Rapid Improvement to ensure that we are providing the very best opportunities for the children and their families that we serve. The Inspection Team were complimentary during the inspection; at the final feedback with the Governors and the Local Authority, Inspectors were clear that priorities for improvement had been correctly identified and being focused upon to support the children making the progress that they were capable of.

***‘New leaders are working hard to improve the quality of education at the school. They are having a positive effect. Leaders have made reading and mathematics their first priorities. In mathematics, pupils benefit from a well-structured curriculum…Leaders have ambitious plans to develop the curriculum in other subjects. Pupils enjoy their learning in a wide range of subjects.’ Ofsted Report 2-3 March 2022***

I am delighted that the Inspection Team noted the following:

***‘Following a period of staffing changes, the school is becoming a more settled place for pupils. The school is a happy and friendly place to learn. Pupils from different backgrounds and with different needs are warmly welcomed. Classrooms are calm and most pupils behave well…Leaders have quickly established positive relationships with parents. Staff are proud to work at the school and they want to continue to improve things for pupils…Most parents have confidence in the school. Bullying is rare. Pupils say that adults respond swiftly to their concerns. Where there are problems, pupils say staff talk to pupils and help them to find ways to help them to play together.’ Ofsted Report 2-3 March 2022***

In terms of what the school needs to do to improve the following has been identified for us:

◼ ***The recently introduced phonic scheme provides a suitably sequenced and systematic approach to teaching phonics. Staff have benefitted from some training. However, staff need further training and support to implement the new scheme more effectively. Leaders should ensure that staff get ongoing training and support so that they all become adept at implementing the scheme to help pupils make better progress in reading.***

This had already been identified following our first assessment and reorganisation of the Read, Write, Inc. (RWI) groups across the school. Our English Lead, Sarah Trafford is no longer teaching a group to enable her in her Leadership role to monitor the teaching of Phonics alongside the Senior Leadership Team and provide coaching and mentoring support (training alongside staff delivering the groups as our resident expert in RWI). During the inspection this was the week that this was starting following the assessments, regrouping and allocation of home reading books linked to the Phonics groups work being undertaken each day.

◼ ***The curriculum is not well sequenced in all subjects. Some plans are still under review. Leaders have not considered what pupils must know in each subject carefully enough. Teachers do not consistently help pupils build on what they already know in some subjects. Senior leaders should ensure that curriculum leaders understand how to better plan a well-sequenced curriculum with clear components. Curriculum leaders should consider what is essential for pupils to know and in what order so that pupils can deepen their knowledge in each subject.***

This had already started and is part of the planned ongoing School Improvement work being undertaken this Academic Year. To develop an appropriately sequenced curriculum developing children’s knowledge and skills year on year takes time. The curriculum currently in place, I believe, is not fit for purpose and so this work has started. As already noted the initial focus was on reading and mathematics along with writing whilst all the other subjects are being developed by middle leaders (subject leads) so that a carefully planned sequential curriculum will be in place from September that builds upon children’s prior learning – skills and knowledge. Moving forward, our termly projects in Key Stage 1 will be based on Humanities, Geography / History, with all learning linked, where appropriate to these. The children’s learning journey will start at 3 years old in our Nursery through to 7 years old at the end of Year 2. We have also already started discussions with our colleagues at the Junior School to ensure that the children’s learning is a seamless progression as they move from Year 2 to 3 to support our children.

◼ ***Curriculum leaders have not checked and influenced how well their subject is being implemented. They do not have a consistent understanding of how well pupils are learning in the subjects they lead. Senior leaders should introduce effective systems to check how well pupils are learning. Leaders should support teachers to plan more effective activities that help pupils build on what they know and can do.***

Following all the middle leaders (subject leads) completing their subject progression of knowledge and skills documents they will be given opportunities to see their subjects in action across the school. There will be a system of monitoring that will enable them to effectively support their colleagues, as the subject specialist in our school. The development of these progression documents and the carefully planned sequential curriculum based on these will support children ‘knowing more and remembering more’ of their learning as they move through our school and onto the Junior school.

◼ ***Governors do not consistently have the knowledge and skills to challenge and support the work of the school. Many governors are new to their roles. Some understand their role, but this is not the case for all governors. Leaders should ensure that governors are better trained so they are able to exercise their roles as critical friends.***

As stated, many of our Governors are new to role and will be developing in their strategic role to both support and challenge leaders within the school to ensure the best outcomes for the children. The Governors that we have in place have a wide range and variety of skills that are essential to support them in this role. They have been signed up to the National Governors Association that provides key information to support them in their role. A package of training has also been purchased to help them to develop their skills, which they are all very keen and enthusiastic to undertake. In my career I have been involved in Governance as a teacher, Deputy Head and as a Head Teacher as well as being a Parent Governor on my own children’s schools’ Governing Body with a period as the Chair of Governors. I am therefore well placed to support the Governors in their role to challenge and support us as a school.

Although we are still classified as a Requires Improvement school there is much to celebrate up to the point of the Inspection, the eight weeks I have been in post, the future looks promising. We are on a journey of rapid improvement which will mean changes along the way.

Please do not hesitate to get in touch with me should you want to discuss anything further, I am more than happy to meet with you to discuss questions/concerns, just make an appointment via the school office as they hold my diary.

Only by us working together in partnership can we enable the best possible outcomes for the children entrusted into our care. I and the ‘SIS team’ will always listen, support and challenge where appropriate. I would hope in the best interest of any child and the wider school, we find a solution to move forward; even if this is to agree to disagree and move on.

Again, thank you very much for your ongoing support and I look forward to working with you all and improving our school so that it really is a place that we can all be very proud to be associated with.

Yours sincerely

 Adam Johnston

Glyn Rushton Adam Johnston

Head Teacher Chair of Governors