

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



8 February 2013

Mrs A Ironmonger  
Headteacher  
Scarcliffe Primary School  
Langwith Road  
Scarcliffe  
Bolsover  
Chesterfield  
S44 6TH

Dear Mrs Ironmonger

### **Ofsted 2012–13 subject survey inspection programme: English**

Thank you for your hospitality and cooperation, and that of your staff and pupils during my visit on 23 January 2013 to look at work in English.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements included: interviews with staff and pupils; scrutiny of relevant documentation; analysis of pupils' work; and observation of five lessons.

The overall effectiveness of English is outstanding.

### **Achievement in English**

Achievement in English is outstanding.

- Pupils enter reception with varying at varying levels of development, including some with limited knowledge of letters and sounds. In 2012, more pupils than average reached a good level of development in communication, language and literacy.
- At Key Stage 1, pupils' attainment is above average in reading and writing. In 2012, more pupils than average met the required standard in the national check on pupils' knowledge of letters and sounds. School assessments show that pupils make good progress in reading and writing in all year groups.
- At Key Stage 2, pupils make excellent progress to reach standards in reading and writing that are well above average. In 2012, more than half

achieved the higher level 5. In the current Year 6 more pupils are on track to achieve the higher levels.

- Pupils are highly engaged in their reading and writing. Most work with strong commitment and enjoyment. They apply and develop their literacy skills for a wide range of purposes in English lessons and beyond. The high quality of pupils' experience in English ensures that pupils are very well equipped for the next stage of learning.

### **Quality of teaching in English**

The quality of teaching in English is outstanding.

- All observed teaching was at least good and some was outstanding. Teachers make imaginative use of a wide range of resources which stimulate learning. For example, a teacher acted in role as an astronaut and pupils asked questions about objects from space, which helped them plan their writing. Because topic-based activities are so effectively planned, learning in English consistently has a clear meaning and strong purpose. Pupils' high level of concentration and enjoyment results in sustained writing by all abilities.
- Teaching makes excellent use of the internet to involve pupils in discussing and writing about the current English topic at home. Pupils' use of computers to compose and edit their work has led to higher standards of written work. Well-presented learning resources help pupils to extend their vocabulary and use of language.
- Pupils' special educational needs are identified precisely. Well-trained teaching assistants enable pupils to develop their reading and writing skills. Teaching focuses accurately on the needs of different abilities and provides clear guidance on what skills different groups of pupils need to demonstrate. On occasion, a task is not presented with sufficient clarity or does not focus precisely enough on the skills to be learnt.
- Frequent assessment at the end of each topic, with detailed marking and constructive feedback, gives pupils clear information and specific guidance on what they need to do to improve. These records of assessment demonstrate strong progress by most pupils.

### **Quality of the curriculum in English**

The quality of the curriculum in English is outstanding.

- The curriculum makes outstanding use of information and communications technology. Internet-based resources provide high quality information about the activities in lessons, the homework tasks and pupils' targets. Many pupils contribute to the English topic discussion boards. Even the younger pupils contribute their own pictures about characters in stories. Pupils conduct daily radio broadcasts from the school's studio.
- The excellent use of topics stimulates a wide range of reading, writing, speaking and listening in English and in other subjects. The strong

emphasis on basic skills ensures that pupils' spelling and handwriting develops well. Reading for pleasure is supported well by reading records and parental involvement. The small library is supplemented by a library bus. The provision for special educational needs is regularly reviewed in the light of individual needs and support is targeted accurately.

- An impressive range of additional activities enhances pupils' skills in English. Contributions to the school newsletter are written by all ages. Pupil's interviews with builders provide an excellent written record of a school building project. The drama club meets regularly and contributes to school productions. Pupils enjoy making and sending electronic presentations to a school in Cardiff. Staff are quick to see and take advantage of opportunities to develop pupils' verbal confidence and extend their experience of communicating with others.

### **Effectiveness of leadership in and management of English**

The effectiveness of leadership in and management of English is outstanding.

- The headteacher and subject leader demonstrate a strong ambition and high commitment to improving pupils' skills and confidence in English. Innovative leaders combine a strong focus on basic skills with an enterprising approach to planning learning. Leaders and teachers are imaginative in exploiting opportunities for pupils to take on purposeful roles as readers, writers and speakers. The use of internet learning is led and managed with great success. Pupils are well motivated and make excellent progress because leaders pay close attention to their needs, interests and views. The training of teaching assistants is prioritised well to meet emerging pupil needs. The headteacher and staff know and respond to pupils' individual strengths and weaknesses very well. Accurate assessments frequently check pupils' progress against their targets and are used promptly to adjust provision. Data about the progress of individual pupils is recorded clearly but does not formally provide an overview of progress in each year group.

### **Areas for improvement, which we discussed, include:**

- adding a summary overview of progress in each year group.

I hope that these observations are useful as you continue to develop English in the school.

As explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. A copy of this letter is also being sent to your local authority.

Yours sincerely

**Bernard Campbell**  
**Her Majesty's Inspector**