

Inspection of Scawsby Junior Academy

Barnsley Road, Scawsby, Doncaster, South Yorkshire DN5 8NQ

Inspection dates:	15 and 16 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Linsey Cavell. This school is part of The Rose Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jeremy Harris, and overseen by a board of trustees, chaired by Sami Mirza.

Ofsted has not previously inspected Scawsby Junior Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Scawsby Saltergate Junior School to be outstanding for overall effectiveness before it opened as Scawsby Junior Academy as a result of conversion to academy status. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils benefit from a high-quality, broad education at Scawsby Junior Academy. Pupils attend regularly. They are confident to talk to adults and know that adults will help them if they are worried about something. Pupils are safe and well supported in school. Bullying is rare, but when it does happen, it is dealt with effectively.

The school's vision is that pupils leave Scawsby 'Year 7 ready', both personally and academically. This is reflected in the RESPECT values of the school, which include developing resilience and caring for others. Adults support pupils successfully to develop and demonstrate these traits. Pupils learn effectively and achieve well in national assessments. Their behaviour in lessons and around school is calm and orderly.

As pupils move through school, they develop their own opinions on a wide range of issues that are grounded in respect for themselves and for others. They are supported to become increasingly confident in articulating their thoughts and views. The school's emphasis on understanding the views of others helps pupils to behave with care and respect towards adults and each other.

Pupils leave Scawsby Junior Academy ready to face the challenges of, and embrace the opportunities at, secondary school and beyond.

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

Pupils learn effectively at Scawsby Junior Academy. They develop the necessary skills and knowledge to be successful in the next stage of their education. The school works closely with the neighbouring infant school to design subject curriculums that build on what pupils already know. For example, it uses the same phonics scheme as the infant school. This ensures that any pupils who join this school needing extra help with reading can be supported effectively. Through high-quality teaching, pupils quickly become confident, fluent readers. This allows them to fully benefit from reading texts in other subjects. In some subjects, the school has worked with the local secondary school to ensure that what pupils learn prepares them fully for the next stage of their education.

Speaking is a key focus in lessons. The school aims for pupils to be able to talk about the things they have learned using accurate subject-specific language. Teachers carefully model the correct use of this vocabulary, which helps pupils to express themselves accurately.

Pupils with special educational needs and/or disabilities are supported well. The school accurately identifies any additional needs that pupils may have. This provides staff with clear information about how to help pupils learn effectively. Staff receive dedicated training about how to support pupils with specific needs. Consequently, staff adapt teaching well to meet individual pupil's needs.

Behaviour in lessons and around school is calm. Pupils learn techniques to avoid confrontation if they are upset or angry. Some pupils who have previously found this difficult told inspectors that this has helped them to make better choices.

The school has thought carefully about what pupils should study in personal, social and health education (PSHE). Pupils learn how to keep themselves safe, for example when they are online. They have strong knowledge about issues such as healthy and unhealthy relationships. Some aspects of pupils' learning about modern Britain are less secure. For example, pupils find it difficult to articulate their knowledge about different faiths and cultures.

Leaders, governors, and trustees have a clear vision for the school. They know the school well. Staff networks across the trust are helping the school to refine and improve aspects of its provision. Staff are excited about the future of the school and work together effectively.

Subject leaders are knowledgeable about their subjects. In some subjects, systems are in place, including through lesson visits and reviewing pupils' work with teachers, to help leaders identify how already strong provision can be improved further. Suitable plans, including subject-specific professional development, are put into place. However, systems are not in place to allow all subject leaders to consider the effectiveness of provision in this level of detail. Therefore, these leaders are unable to identify opportunities to improve provision in their subjects.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, including PSHE, systems are not in place to allow leaders to fully evaluate the effectiveness of curriculums and implementation. This means they are unable to accurately identify where changes could be made to improve provision so that pupils can learn even more effectively. The school should ensure that systems are in place to allow leaders to evaluate the effectiveness of provision in their subjects so that appropriate adjustments can be made.

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

Unique reference number	149581
Local authority	Doncaster
Inspection number	10379441
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	Board of trustees
Chair of trust	Sami Mizra
CEO of the trust	Jeremy Harris
Headteacher	Linsey Cavell
Website	www.scawsbyjunioracademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of The Rose Learning Trust.
- The headteacher joined the school at the start of the spring 2025 term. The deputy headteacher served as interim headteacher for the autumn 2024 term.
- The school uses two providers of alternative provision. One is registered, and one is unregistered.

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 first routine inspection 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 of the school.
- Inspectors carried out deep dives in the following subjects: English, including reading; mathematics; geography; and physical education. For each deep dive, inspectors 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. Inspectors visited reading intervention sessions and heard pupils read.
- Inspectors held meetings with leaders, including those responsible for attendance, behaviour, and personal development.
- 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 considered a range of documents and policies available on the school website and provided by the school.
- Inspectors observed pupils' behaviour in lessons and around the school, including at social times.
- Inspectors considered the views of parents and carers expressed through Ofsted Parent View, including any free-text comments. Inspectors also spoke with some parents in person during the inspection.
- Inspectors considered the views of staff and pupils through responses to Ofsted's surveys and a range of formal and informal discussions.

Inspection team

Steve Wren, lead inspector	His Majesty's Inspector
Steve Shaw	Ofsted Inspector
Andrew Yeomans	Ofsted Inspector

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