

Inspection of a good school: Scampton Church of England Primary School

High Street, Scampton, Lincoln, Lincolnshire LN1 2SD

Inspection date: 16 July 2021

Outcome

Scampton Church of England Primary School continues to be a good school.

What is it like to attend this school?

Scampton Church of England Primary School is a happy school, where every child is known exceptionally well by members of staff and peers alike.

Pupils learn and play well together. Pupils say that they feel safe and that bullying is rare. Older pupils are positive role models for younger pupils. The school's house point system motivates pupils to behave well. Each house has a captain, who encourages the pupils in their house to be the best that they can be. House captains provide their teams with a 'thought for the week'. For example, they say: 'Life will knock us down, but we can choose to stand back up.'

Leaders and teachers are aspirational about pupils doing well. Leaders make sure that pupils have a wide range of carefully chosen experiences to bring their learning to life. Pupils have opportunities to participate in local events, for example the Lincolnshire Show. Leaders ensure that pupils learn about the local area and history. The school also has links with the local Royal Air Force (RAF) base where the Red Arrows are based. Pupils are often treated to their practice displays in the skies above the school at lunchtime.

There is a strong sense of community in the school. Most parents value the support that pupils receive. They speak highly of the school and say that it is well regarded in the local area. One parent commented, 'The staff are amazing and very committed to the well-being and education of all the children.'

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

Pupils are taught a broad range of subjects. Leaders have designed an ambitious curriculum, based on the needs of the pupils. Curriculum plans identify key learning that pupils need to know and remember in all subjects. However, in some foundation subjects,

for example history and geography, curriculum plans lack precision. The specific knowledge that pupils need to learn, and where it should be taught in the school year, is not clear.

Teachers have good subject knowledge and explain new learning to pupils clearly. In mathematics, teachers made sure that new content is broken down into small steps. This helps pupils to grasp new concepts easily. In history, pupils remember prior learning. Pupils in Year 1 and Year 2 have an impressive knowledge of previous learning about Neil Armstrong. Year 5 and Year 6 pupils could explain why their knowledge of the local area helped them to understand more about history. Pupils were able to explain how different historical sources helped them to develop this understanding. Teachers check that pupils have learned what they are expected to know in many subjects. However, leaders have not yet developed a consistent approach to how these checks are made in the foundation subjects.

Reading is a curriculum priority. Teachers want pupils to become confident readers who love books. There are many opportunities for pupils to engage with reading. An example of this is the Year 5 and 6 residential visit where the learning activities are based on a spy novel. Pupils can name their favourite books and say that they enjoy reading. Staff read to pupils with expression and excitement. Pupils listen intently and younger pupils join in with repeated phrases. Phonics is taught systematically. Pupils begin phonics lessons promptly in the Reception Year. Books match the sounds that pupils know. As a result, many pupils read confidently from an early age. Support is put in place for pupils who find reading more difficult.

Leaders are committed to including pupils with special educational needs and/or disabilities (SEND) in all aspects of school life. Staff know the specific needs of pupils with SEND well and set challenging, but realistic, targets for them. Pupils with SEND are supported well in class by knowledgeable and well-trained adults. Leaders involve external agencies where needed; as a result, pupils get the help that they need.

Pupils benefit from a wealth of wider curriculum opportunities. Leaders have a clear rationale for the decisions and plans they have made to address pupils' personal development. The school draws on the local community to enhance pupils' experiences. For example, Year 3 and Year 4 have recently been on a pilgrimage to visit local churches. During the pilgrimage, pupils had an opportunity to look at a stained-glass window created to celebrate the work of the local RAF base. Pupils then went on to create their own stained-glass window for the school. Pupils also have a wide range of sporting and musical opportunities, although some of these have been affected by the pandemic.

Leaders know that this has been a difficult year for pupils. They have kept a close eye on pupils' well-being as they have returned to school. Pupils are given opportunities to talk about how they are feeling. For example, they can go for a short, daily walk in the school grounds just so they can chat to their friends and teachers.

Governors have continued to check that the school is providing an effective education. They have held leaders to account while ensuring that staff workload is considered.

Morale is high and staff are happy at the school. One member of staff told an inspector, 'I will never work anywhere else.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding pupils is prioritised. Staff are provided with regular training and understand their role in keeping pupils safe. Safeguarding records are thorough, and any concerns raised are recorded carefully. Leaders make sure that pupils and families get the help they need. Governors take their responsibilities seriously and make regular checks on the school's work around safeguarding.

Pupils say that they feel safe in school. They know how to stay safe in a range of situations, including online. They have regular visitors in school to help keep this knowledge fresh about risks to their safety. These visitors include the police, fire service and road safety team.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Further refine the curriculum to ensure that all subject plans identify precisely what pupils need to know and remember. Curriculum plans should also identify when this key knowledge is to be taught in each school year.
- Develop a consistent approach to assessment in the foundation subjects, using key knowledge identified in the curriculum plans.

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 a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2011.

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 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120585
Local authority	Lincolnshire
Inspection number	10199905
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	62
Appropriate authority	The governing body
Chair of governing body	Duncan Dawson
Headteacher	Charlie Hebborn
Website	http://www.scampton.lincs.sch.uk
Date of previous inspection	5 July 2016, under section 8 of the Education Act 2005

Information about this school

- The school is much smaller than an average-sized primary school.
- The proportion of pupils with SEND is higher than the national average.
- The school is a voluntary-controlled Church of England school in the Diocese of Lincoln.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher to discuss safeguarding, provision for pupils with SEND, pupils' behaviour, personal development and attendance.
- A further meeting was held with three members of the governing body, including the chair of governors.
- Inspectors reviewed the school's safeguarding policies and practices, including safeguarding checks on staff. They also talked with staff and pupils about the school's safeguarding culture.

- The subjects covered in depth as part of this inspection were reading, mathematics and history. In each subject, inspectors spoke with subject leaders, teachers and pupils. Inspectors visited lessons, scrutinised pupils' work and heard pupils read.
- Inspectors considered the 22 responses to Ofsted's online survey, Parent View.

Inspection team

Caroline Poole, lead inspector

Ofsted Inspector

Vic Wilkinson

Her Majesty's Inspector

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