

# Inspection of a school judged good for overall effectiveness before September 2024: Scantabout Primary School

Ionic Close, Chandler's Ford, Eastleigh, Hampshire SO53 2NR

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Inspection dates:

3 and 4 December 2024

## **Outcome**

Scantabout Primary School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

Pupils enjoy attending this friendly and nurturing school. This shows through their smiles and their keenness to learn. Most pupils never miss a day of learning through absence. Pupils demonstrate the school's values well, through their respect and hard work. They love celebrating the success of others during the popular trophy assemblies.

The school expects all pupils to achieve and behave well. Pupils understand their school behaviour charter well. They show great kindness to each other, treating others like they would like to be treated. Older pupils look out for younger pupils, such as the Year 6 lunchtime buddies who eat their lunch with the Reception children. Pupils learn and achieve very well in this school. The most recent provisional results for the end of key stage 2 were significantly higher than the national picture in English and mathematics. Pupils are very much ready for the next stage of their education.

Pupils appreciate the many activities that support their talents and interests, such as street dance, choir and computing clubs. Pupils in Years 3 and 4 are learning to play the keyboard. The school makes sure that all pupils can take part in these activities.

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

The school has established a broad and ambitious curriculum. Staff have thought carefully about the knowledge that pupils should learn and remember. This knowledge builds up well from Reception to Year 6. 'Golden threads' of key concepts help teachers check, at the end of units, that pupils have remembered the most important knowledge. Teachers use this information well to reshape learning when needed. However, some teachers' checks on what pupils have learned in lessons are not as effective. Occasionally, some teachers try and cover too much in a lesson. They do not notice when this overloads

some pupils' thinking. Sometimes, misconceptions are not spotted. At other times, some teachers do not notice if pupils are finding their work too easy. When this happens, pupils become chatty and their concentration wavers. Their learning is not as effective as it could be.

The school is aware of what is working well and what could be even better. There is much expertise and strong practice in the school. Subject leaders support their colleagues well. Teachers have strong subject knowledge and model new content clearly. In early years, staff provide purposeful activities for children that help them practise what they are learning. Staff foster children's creativity and thinking skills well. For example, children enjoy constructing with building blocks and creating zip wires for toy animals. This gives them opportunities to build up their resilience while strengthening the muscles in their hands ready for writing.

The school places a high priority on developing pupils' vocabulary, language and communication skills. As a result, pupils speak about their learning using technical vocabulary confidently. Pupils with special educational needs and/or disabilities (SEND) access the same ambitious curriculum as their classmates. Staff identify their needs and barriers swiftly. Teachers use a range of resources and adapt tasks that meet pupils' individual needs well when needed.

The school prioritises reading well. Pupils begin learning to read as soon as they join the Reception class. Those who join the school at different times, including those who join from overseas and speak English as an additional language, quickly learn to read. Teachers quickly identify pupils who struggle to read. Pupils get the right extra help to catch up. Older pupils study a wide range of books and poetry, including those from other cultures. This encourages pupils to develop positive attitudes to reading.

The school provides pupils with a range of experiences that enhance the curriculum and develop their character well. Pupils understand the importance of tolerance for other cultures and faiths. They celebrate differences between themselves and others. The school hosts well-chosen visitors and studies of aspirational figures to support pupils' learning about fundamental British values and equalities. Pupils develop their leadership skills, through roles such as house captains and road safety officers. Pupils' voices are important in this school. For example, the school council is currently working on improving the activities available during wet playtimes. They are canvassing the views of all pupils while doing so.

Governors know the school well. They hold the school to account for the quality of education and the robustness of safeguarding practices effectively. Governors offer appropriate support and challenge to the school. Leaders and governors make considered decisions in the best interests of pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Occasionally, teachers do not identify how well pupils are learning in lessons. This means that some pupils do not achieve as well as they could. The school should continue the work they are doing to support teachers to be able to assess and reshape learning fully effectively in lessons, drawing on the best practice across the school.

### **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in March 2015.

### **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>	116042
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10341390
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paula Stopinski-Yaldren
<b>Headteacher</b>	Tina Thomas
<b>Website</b>	<a href="http://www.scantabout-pri.hants.sch.uk">www.scantabout-pri.hants.sch.uk</a>
<b>Date of previous inspection</b>	5 February 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not currently use any alternative provision.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- During the inspection, the inspector met with the headteacher, the deputy headteacher and staff. The inspector met with two representatives from the local authority. She also met with members of the governing body including the chair of governors.
- The inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- 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' interest first.

- The inspector considered the views of parents submitted via Ofsted Parent View, including the free-text comments, and spoke with parents at the end of the school day. The inspector also reviewed the responses to Ofsted's surveys for school staff.

### **Inspection team**

Lea Hannam, lead inspector

Ofsted Inspector

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