

# Scantabout Primary School

## Inspection report

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Unique Reference Number	116042
Local Authority	Hampshire
Inspection number	326312
Inspection dates	17–18 June 2009
Reporting inspector	David Marshall

This inspection was carried out under Section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	208
Appropriate authority	The governing body
Chair	Mr Andrew Ray
Headteacher	Mrs Veronica Shaw
Date of previous school inspection	16–17 May 2006
School address	Ionic Close Chandlers Ford Eastleigh SO53 2NR
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## Introduction

This pilot inspection was carried out by two Additional Inspectors. The inspectors visited 14 lessons, and held meetings with staff, governors, groups of pupils and parents. They observed the school's work and looked at documentation, including the school improvement plan, the tracking of pupils' progress and individual education plans of a proportion of pupils who have learning difficulties and/or disabilities. The inspectors also looked at provision for pupils identified as gifted and talented, minutes of governors' meetings and 60 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- children's attainment on entry to the school and how effectively assessment and planning in the Early Years Foundation Stage enable progress
- how effectively staff have developed their assessment and target setting across the school
- the overall quality of teaching and learning and improvements since the time of the last inspection
- how the curriculum and extra-curricular activities contribute to outcomes for pupils and to the development of community cohesion
- the effectiveness of leadership overall and how well the school is placed to maintain momentum.

## Information about the school

Scantabout Primary is a one-form-entry primary school of average size that opened in 1973. The school is at the centre of the local community. Pupils start school during the September of the year in which they become five, with all initially attending on a part-time basis. Attainment on entry is generally in line with expectations for their age.

The proportion of pupils from minority ethnic groups is below average and very few do not have English as their first language. The proportion of children who have special educational needs is below the national average at 13%. No pupils have a statement of special educational needs.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

1

Capacity for sustained improvement

1

## Main findings

Scantabout is an outstanding school. This is due to the excellent leadership and management of the headteacher and deputy headteacher, the overall efficiency of the management and the outstanding quality of pastoral care provided for pupils. A very supportive atmosphere for learning exists that ensures the pupils make excellent progress and achieve exceptionally well. As one parent wrote, 'Overall, I think this is a super little school and the staff are getting the best out of my children'.

Children start in Reception with skills and understanding that are in line with expectations for their age. They get an excellent start to their education and achieve very well. Thanks to the outstanding care shown by all adults, pupils of all abilities continue to make excellent progress throughout the school. By the time pupils leave school, records show they achieve high levels for their age in a range of subjects. Pupils who have learning difficulties benefit from very well-focused support and make excellent progress; most attain average standards.

Teaching and learning are outstanding. Observations and assessments of what the pupils know and can do are collected meticulously and shared with all concerned. Lessons are very well planned and based on trying to make sure that all pupils enjoy learning. By providing good quality help from very well-qualified teaching assistants wherever it is needed, the least able and most vulnerable pupils make very good progress. The rich curriculum covers all subjects well. Commendably, staff constantly review the delivery of the curriculum to ensure pupils are enthused. Some pupils and parents commented that the school could make better use of the extensive school grounds. The staff have agreed that there are times when aspects of the curriculum could be made more exciting and interesting in this way.

The excellent climate for learning enables pupils to achieve an outstanding standard of personal development. Pupils are cared for exceptionally well and all of them, including the most vulnerable, are safe and secure.

There are differing views among parents. The vast majority hold the school in high regard and commented on their children's good progress and the care and attention shown by all staff. Many parents agreed with the sentiments of one who wrote, 'I have had occasion to contact the school about problem behaviour and received prompt, decisive and effective action – I was very impressed'. However, there are a few parents who expressed misgivings about the school and who, despite the many

newsletters and updates, do not have a full picture of what is happening in the school. The school agrees this is an issue that must be addressed.

First-rate leadership from the headteacher and deputy headteacher means that all developments are driven forward at a good pace. Strengths and weaknesses are speedily identified because the school has excellent systems for monitoring its work, in which the governing body plays a key role. Teamwork is excellent. The school has improved significantly from its good position at the time of the last inspection. This impressive track record shows that the school's capacity to continue to improve is excellent.

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

- Make effective use of the extensive school grounds in the planned curriculum.
- Ensure more effective communication with all parents so that they are fully aware of all that is happening in the school and the opportunities their children have.

## Outcomes for individuals and groups of pupils

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Throughout the school, pupils achieve extremely well and are inquisitive learners. All groups of pupils, including the most able and the most vulnerable, make outstanding progress. Pupils enter the school with skills and understanding that vary but are usually broadly in line with those expected for their age. Extremely effective organisation and very careful assessments enable pupils to make excellent progress immediately. Standards at the end of Year 2 are significantly above average and the more able pupils do especially well. Much of the pupils' success in reading and writing is due to the school's strong emphasis on developing speaking and listening skills.

By the time they leave in Year 6, pupils' standards are consistently high because the teaching is excellent. Individual improvement targets and outstanding support for pupils of all abilities consistently and substantially raise pupils' levels of achievement. Provisional national test results in English, mathematics and science in Year 6 in 2009 exceeded the school's carefully formulated and challenging targets and were very high. This level of achievement has been consistently maintained over a number of years. There is an upward trend in standards across a wide range of other subjects. For instance, music is a strength of the school and pupils are given many opportunities to develop their musical talents. The standard of both singing and flute-playing witnessed during the inspection was outstanding.

Pupils' personal development and well-being are outstanding. Throughout the school, relationships between staff and pupils are excellent and contribute to the positive ethos for study. As a result, the atmosphere for learning created by the whole staff is supportive and caring. As one parent said, 'The school has a lovely "family" feel about it and the teachers' and headteacher's doors are always open'. The outstanding care begins in the Reception class and gives the children a real sense of

determining their own way forward and guarantees their full involvement in all activities. Pupils' spiritual, moral, social and cultural development is outstanding. Throughout the school, pupils' behaviour is exemplary. Pupils show very caring attitudes to each other and the environment. They know there is always someone they can turn to in moments of difficulty and have an excellent understanding of healthy living and keeping safe. The pupils' very high level of enjoyment in their learning is reflected in their high rates of attendance and outstanding punctuality.

The pupils' keenness to succeed at school and in later life was demonstrated admirably in an assembly on 'What will I be when I grow up?'; it was interesting to hear pupils discussing this several hours after the assembly. Such experiences make a significant contribution to their excellent standards in speaking and listening and their high self-esteem. A striking feature that the pupils displayed at all times was the caring way they look after each other. In discussions with the school council and other pupils, the older ones made sure the younger ones had their chance to speak; the way pupils treat each other and speak to adults with such kindness and respect was a pleasure to witness. Pupils were keen to show how much they enjoy the responsibility of being on the school council or being house captains. Year 6 pupils take particular pleasure in being 'in charge' in the dining hall and answering the telephone in the office at lunchtime.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	1
How well do pupils achieve and enjoy their learning?	1
To what extent do pupils feel safe?	1
How well do pupils behave?	1
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	1
Pupils' attendance <sup>1</sup>	1
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	1
What is the extent of pupils' spiritual, moral, social and cultural development?	1

## How effective is the provision?

Throughout the school, teaching and learning are often outstanding. Lessons are very well planned, making sure that all pupils enjoy learning. Teachers' use of questions and praise is exceptional, leading to pupils demonstrating tremendous levels of enjoyment in their learning. All pupils work confidently on their own or with

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

others, and are able to concentrate for sustained periods of time. A notable example of this was younger pupils using heat to transform solids in science with great maturity and aplomb. In a separate lesson, pupils' use of material gathered on a visit was so compelling that it led to groans when it came to time to pack up. This was teaching and learning at its very best.

Guidance for learning is extremely good. Assessment information collected about pupils is used particularly well to ensure that the least able and most vulnerable pupils make outstanding progress. This is achieved by providing excellent support from the very experienced teaching assistants wherever it is needed. The more able pupils are also challenged well through an excellent range of additional activities. Pupils are very familiar with their learning targets and develop skills of self-assessment. They are proud to discuss 'house points' earned for either good work or effort and are able to explain how teachers' comments in their books have helped them further improve their work.

The school has worked hard to develop a curriculum that interests and enthuses pupils. The use of information and communication technology across the school is very effective. A full range of equipment, especially the new technology, is used to keep pupils on task and thinking. For example, the very careful use, several times, of a short video in an outstanding Year 6 lesson was inspired. Pupils were asked to discuss and write about whether it is ethical to use animals for our amusement and pleasure. The video of elephants in a circus certainly galvanised their attention and led to a very mature level of discussion. Such elements of the curriculum are increasingly carefully planned. As a result, pupils progressively develop and build upon skills and understanding in each subject year by year.

*These are the grades for the quality of provision*

The quality of teaching	1
The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

## How effective are leadership and management?

The driving force behind the school's success is the very high quality of leadership provided by the senior leaders and governors, supported by good leadership at other levels. The headteacher provides inspirational, innovative leadership. Senior leaders have developed into a remarkable team and all at the school are focused relentlessly on further improvement. This has enabled the school to improve in many areas since the last inspection, while sustaining the high quality of pupils' personal development and well-being.

The school knows itself very well and sets the right targets to become even better. All subject leaders and governors are closely involved in monitoring the school's work, which they do rigorously and with tremendous enthusiasm. Documentation is impressive in range and quality and the evaluation of the school's work is honest and

accurate.

The governing body is outstanding. Exceptionally good use is made of governors' professional knowledge and expertise to evaluate the work of the school. They hold it to account in a challenging but supportive manner. New governors have undertaken extensive training and are tackling their responsibilities diligently.

The school does much to promote community cohesion and works very effectively with the local secondary school, the church, the many local nurseries and playgroups and local businesses. Its audit and strategy, undertaken by the outstanding Intercultural Manager, are underpinned by a comprehensive analysis of the school's context. The school is zealous in its efforts to promote equality and tackle discrimination. Everyone is valued and supported to achieve their best, irrespective of their social, faith or ethnic group. The school values parents' views, takes them seriously and endeavours to respond swiftly, which parents appreciate. However, it was clear from the parent questionnaire returns that, despite the school's best efforts, some parents are still unclear about aspects of the school's provision. Partnerships with outside agencies such as the police, different religious groups, and health professionals are well developed. Leaders, including governors, have focused rigorously to improve systems for safeguarding. These are very thorough and a wide range of relevant training has been provided for staff.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage is outstanding. This is because the highly committed staff are totally dedicated to providing the best learning experiences possible when working with these young children. As a result, children make exceptional progress across the areas of learning and mostly exceed the goals expected of them. The excellent induction, welcoming environment and hugely thoughtful and sensitive interactions that staff have with the children ensure they quickly become confident, successful learners who are filled with curiosity and excited by all that is on offer.



Teaching is exemplary. All provision is extremely well planned to provide an excellent range of activities, both indoors and out. In addition to well-focused adult-led small group tasks to maximise learning, children particularly enjoy using independent areas such as the 'Fruit Shop'. They happily write their shopping lists, pay for their purchases, and were even noted taking some of the carrots to the home corner to chop them up for their lunch.

Children have an excellent understanding of how to stay safe and healthy. For example, one child was at great pains to explain that she was drinking water to keep cool and she would definitely need to wear her sunhat because of the weather.

Staff conscientiously monitor and record children's responses to ensure they are making optimum progress and to plan experiences that will challenge and stimulate them further. Leadership is excellent and ensures that the unique Early Years Foundation Stage experience is fully valued and transition to Key Stage 1 is seamless.

Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1
Overall effectiveness of the Early Years Foundation Stage	1

## Views of parents and carers

The overwhelming majority of parents who returned questionnaires or who spoke to the inspection team are very happy with the school. They consider that the school has a dedicated team of staff and that the headteacher leads and manages the school extremely well. They agree that the school has a very warm, supportive and friendly atmosphere and that their children make excellent progress. Inspectors fully endorse these views. A small number of parents had concerns and constructive suggestions to make and these were discussed with the school. Issues raised covered several areas and in the main related to the individual parent/carers concerned.

Ofsted invited all the registered parents and carers of pupils registered at Scantabout Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 60 completed questionnaires. In total, there are 141 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with	45	12	3	0

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my child's experience at this school				
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## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



30 June 2009

Dear Pupils

Inspection of Scantabout Primary School, Chandlers Ford, SO53 2NR

I am writing to thank you all for making us so welcome when we came to the school recently. We did enjoy our visit. Yours is an outstanding school with many strengths, and we agree with what you told us – it is a really fun place to learn. Here is a list of some of the things that we think are good or better.

- You all make excellent progress in your learning.
- You behave extremely well, get along with each other and feel safe in school.
- The school council has very good ideas on how to make things better.
- You have an outstanding understanding of how to live healthily.
- You find lessons fun and really enjoy school.
- There are plenty of exciting things for you to do both in school and on visits and in clubs.
- The school looks after you extremely well and shows you how to improve your work.
- The headteacher and staff manage the school exceptionally well.

Even in outstanding schools, there are ways of getting better. We have asked your headteacher and staff to look at two things to improve. Firstly, you are very lucky to be in a school in such a wonderful setting. We have asked everyone in the school to make sure you get every opportunity to learn by exploring and using the grounds. Secondly, although the majority of your parents are pleased with the school, some are concerned about the information they receive from the school, and are not sure about all that is happening for you. I have asked the headteacher and all staff to get in touch with your parents to make sure they are all aware of everything the school is doing for you.

Yours faithfully

David Marshall  
Lead Inspector

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