

# Scampton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	120585
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	358795
<b>Inspection dates</b>	16–17 February 2011
<b>Reporting inspector</b>	Peter Sudworth

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Latham
<b>Headteacher</b>	Charlie Hebborn
<b>Date of previous school inspection</b>	20 September 2007
<b>School address</b>	High Street Scampton, Lincoln LN1 2SD
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## Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in 13 lessons taught by four members of staff. They held meetings with a sample of governors, including the Chair of the Governing Body, the headteacher, other staff and a group of pupils. They observed the school's work and looked at a range of documentation, for example, that relating to safeguarding, curriculum organisation, pupils' work and the information used to track pupils' progress. The 40 questionnaire responses from parents and carers were analysed, as were staff and pupils' responses to their own questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective have been the strategies for managing the different ages and abilities in the same class?
- What impact has the school's recent focus on assessment for learning had on pupils' progress?
- How well has the school improved its provision for information and communications technology (ICT) since the previous inspection?
- Are the girls performing as well as the boys in mathematics?

## Information about the school

This is a smaller- than- average- sized primary school. All of the pupils are White British. There are two mixed-age classes in Key Stage 2: Years 3/4 and Years 5/6. The third class of Reception, Year 1 and 2 pupils is staffed flexibly by four members of staff between two bases. Children begin Reception full-time in the September preceding their fifth birthday. The proportion of pupils known to be eligible for free school meals is below the national average. A higher percentage of pupils than is normally found join or leave the school at times other than the usual ones. About a third of the pupils have special educational needs and/or disabilities, a percentage much higher than that found nationally. Most of these are for moderate learning difficulties. The school has more statemented pupils proportionately than in most schools. The school has several awards, including Healthy Schools status and International Schools (Foundation Level). The school suffered major flooding due to a burst pipe over the Christmas holidays 2010 as a result of which, the Early Years Foundation Stage and Key Stage 1 children were in temporary accommodation during the inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils thrive and thoroughly enjoy their education, and this is shown in their excellent attendance. They achieve well and make good progress with no significant difference between boys' and girls' attainment. Staff link subjects together well. In a Key Stage 2 class for example, pupils studied the differences and similarities in techniques between two different artists in their work in art and then applied their mathematics skills by recording these in a mathematical diagram. The staff ensure that pupils receive a range of experience and ensure that work is not repeated because of a well thought-through cycle of work which has good breadth and a secure emphasis on practical activities. Parents and carers are pleased that their children attend the school. As one wrote, 'Scampton is a lovely little school with a family atmosphere. My child is very happy here and we are happy with his progress. What more could we ask for?'

Pupils learn values and respect for each other and the older ones look after the younger ones well. Pupils appreciate the good care that they receive. They develop a good understanding of healthy and safe living and contribute well to the school and local community, as well as gaining experiences about life more globally through their charitable interests. They are well prepared for their future education.

The school has good links with parents and carers, and communicates with them regularly about school affairs. However, parents and carers are not as well informed as they could be about their children's targets and the next steps that they need to take in their learning. This limits the support they can offer their children with their learning.

Regular monitoring of teaching and learning takes place. These include visits by governors and regular governing body meetings about pupils' rates of progress. Staff observe teaching and learning as part of this process. However, the evaluations are not always sharp enough because they are too descriptive and do not focus enough on the progress pupils make in their learning.

The school has a good capacity for further improvement. This is because the staff are alert to improvements that can yet be made. Leadership and management are good, the governing body is involved purposefully, the pupils make good progress in a wide range of subjects and the staff ensure that every pupil does their best.

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

- Engage parents and carers more effectively in their children's learning so that they can provide even more positive support by:
  - making parents and carers more aware of their children's immediate learning targets for improving their work

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- ensuring that they know the next stage in their children's learning.
- Evaluate teaching and learning more rigorously by:
  - focusing more on pupils' learning and rates of progress when lesson observations take place
  - making the reports more evaluative so that teachers' skills improve even further.

## **Outcomes for individuals and groups of pupils**

**2**

The attainment of the children when they join the school varies greatly because of the small year groups. In the main, it is broadly in line with expectations but in some years it is below. Pupils' attainment is most often above average by the end of Year 6. Pupils who have special educational needs and/or disabilities make good progress because of the small group work that is arranged to meet their needs. For example, two lower Key Stage 2 pupils worked well to improve their knowledge of letter sounds and blends saying the sound as quickly as possible as it appeared on a screen. Pupils make good progress in science because of the good opportunities to investigate. They make effective use of their writing and mathematics skills to draw conclusions. Pupils also do well in music because of the opportunities for instrumental work.

Pupils behave well in class, show respect for others and are keen to answer teachers' questions. They feel safe in school and have a good knowledge of their own personal safety. For example, they know that they should wear bright clothing in the dark and are aware of the dangers of talking to strangers. They know the road safety rules. Pupils understand and practise healthy lifestyles and take part in regular sporting activities. This is reflected in Scampton's Healthy Schools status. They undertake a range of school responsibilities conscientiously, for example as class monitors, buddies, school council members or house captains. Pupils suggest charities which they should support and raise money through their own efforts. These activities help their understanding of other's needs. They develop good skills for their future education, including teamwork and cooperation. Pupils contribute well to the local community. They submitted designs to the Parish council for the village green and some of their ideas were incorporated into the final plan.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Teachers have good relationships with the pupils and manage them well so that lessons proceed without unnecessary interruption. The good deployment of teaching assistants facilitates small group work so that the pupils understand their work. Teachers use ICT well to present their lessons and the visual approach helps to keep the pupils focused. In a Year 5/6 mathematics lesson, the teacher used a large electronic screen to teach coordinates. This was then used by the pupils to try out their new learning so that the teacher could assess their understanding. They were challenged effectively to use this new learning to plot points in their symmetry work.

Lessons are frequently sharply focused. In a Year 2 mathematics lesson on measurement, the teacher extended the pupils extremely well. The pupils made excellent progress in learning how to estimate and measure accurately with a ruler. In the conclusion to the lessons, the teacher then got them to think how a 20 centimetres strip of paper could be used to measure something that was 40 or 10 centimetres. Teachers make good use of paired talk so that pupils share ideas and make suggestions. This involvement helps them to play a full part in lessons. Marking is good, with a careful balance of praise and suggestions for improvement. Occasionally, introductions to lessons are too lengthy and pupils are seated for too long on the carpet before beginning their activities.

Good attention is given to teaching the basic skills, including ICT. Data loggers are used successfully in science, for example to record changes in temperature during experiments.

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In one science experiment, pupils applied their understanding of aerodynamics by making rockets of their own design and seeing which one went the highest. They went on to apply their learning about electricity to make 'moon buggies' powered by batteries. Good provision is made for the pupils who have special educational needs and/or disabilities. Opportunities have been provided for able pupils to work with others who have similar abilities. In one such session when able pupils joined other such pupils from another local school for a writing session, a pupil had written: 'Bright daffodils surrounded the bottom of the huge trees. I felt like small eyes were watching my every move.' Music provision enables all pupils to learn an instrument in Key Stage 2. Geography and history are made interesting. Pupils have studied the course of a local river and also modelled the contours. A suitable range of extra-curricular activities is provided, given the size of the school. The provision for personal, social and health education supports pupils' good social development.

Staff take good care of the pupils on a day-to-day basis. Their good arrangements ensure excellent attendance. Staff know the pupils and their families well. Effective arrangements are made for the induction of the pupils and during times of transition both within school and with the secondary sector. The school has good links with other professionals who support pupils who have specific difficulties. Child protection arrangements are good and the governing body keeps a regular check on the building for health and safety. There is careful monitoring of any pupil who may be vulnerable. The close links with the church support the pupils and their families well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The school staff work effectively as a team to drive improvement and embed ambition. They have been successful in improving the provision in ICT. The link with other professionals and local schools helps keep up the momentum. Given the regular arrival of new pupils and the high percentage of pupils with special educational needs and/or disabilities, the school manages to retain a good overall rate of progress because of much improved tracking of pupils' progress and honest self-evaluation. Staff monitor teaching and learning at regular intervals. However, their evaluations of lessons are too descriptive and do not focus sufficiently on the learning.

The school development plan contains the correct priorities for the school's further improvement and is focused on raising attainment. The governing body is active, contributes to the development plan and keeps it under review. Members visit regularly and so have a good insight into the school's strengths and its areas for improvement. The

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governing body is well-structured with a good level of expertise. Financial management is good. The standards committee is particularly incisive in asking questions and ensuring that the school is doing its best for all the pupils. All pupils have equal opportunities. For example, all learn to play brass instruments in Years 3 and 4. There is no evidence of discrimination. Safeguarding arrangements are good. Staff training for child protection is good and regular, policies frequently reviewed, risk assessments thorough and health and safety matters carefully assessed and acted upon. The school ensures that the pupils have a good knowledge about keeping themselves safe. The practice and the detailed records of children who may be vulnerable are detailed and kept up to date.

Community cohesion is good. The school has links with a school in Leicester, which pupils visit so that they learn about another culture. They also gain from studying similarities and difference between English and specific locations in Africa. Pupils sponsor a child in Ghana.

The school engages well with parents and carers, and they appreciate the regular communication both formal and informal and opportunities to meet their teachers. However, not enough information is imparted to them about their children's precise learning targets between formal meetings. Parents and carers think highly of the school. The school's good partnership with other schools and professionals supports the pupils' learning and well-being effectively.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The Reception class was in temporary accommodation during the inspection because of the recent burst pipe. This severely restricted normal practice. However, discussions with staff, observations of learning and evidence of children's work show that the provision is good and is well led and managed. The children make good progress, although attainment in different aspects of learning fluctuates from year to year because of small numbers. In

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one adult led activity, the children made good progress in learning about how different people live as they discussed the photographs of homes in different parts of the world, listening carefully to one another's comments. The children later developed their design skills as they made models of homes for themselves referring to plans they had made earlier. The children have sufficient opportunities for their own choice of activities and the staff engage well in this learning to develop their vocabulary and social skills. The usual opportunity to work outside was not possible due to the circumstances. A visit to this area showed that aspects of the layout and some of the equipment are not as good as they could be.

The staff keep good records and also evidence of the children's development. They monitor children's progress carefully so that planned learning meets their individual needs. Staff have very good relationships with the children and provide effectively for their welfare. There is a good partnership with the parents and carers, and their information about their children is very helpful to the staff in planning for their needs. Induction procedures are good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The percentage of questionnaires returned was higher than usually found. Parents and carers are overwhelmingly supportive of the school and unanimously report that their children enjoy school. This is confirmed by the inspection. Written comments were very largely positive. Parents and carers praise the attention given to their children and the help provided for pupils who have specific problems. They comment favourably and correctly on the care taken of the younger pupils by the older ones. There was no theme to the isolated negative comments. One parent felt that bullying was not dealt with well enough. The inspection team found no evidence of bullying during the inspection and the formal discussion with pupils did not pick up any pupil concerns on this issue. One parent felt there was not enough challenge in the homework. The amount and type of homework are typical for pupils' age groups.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scampton Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 75 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	78	9	23	0	0	0	0
The school keeps my child safe	34	85	6	15	0	0	0	0
My school informs me about my child's progress	18	45	20	50	2	5	0	0
My child is making enough progress at this school	22	55	17	43	1	3	0	0
The teaching is good at this school	24	60	16	40	0	0	0	0
The school helps me to support my child's learning	19	48	18	45	1	3	0	0
The school helps my child to have a healthy lifestyle	18	45	21	53	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	43	21	53	0	0	0	0
The school meets my child's particular needs	22	55	18	45	0	0	0	0
The school deals effectively with unacceptable behaviour	14	35	24	60	1	3	1	3
The school takes account of my suggestions and concerns	19	48	18	45	2	5	0	0
The school is led and managed effectively	27	68	12	30	1	3	0	0
Overall, I am happy with my child's experience at this school	28	70	12	30	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### 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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 February 2011

Dear Pupils,

**Inspection of Scampton Church of England Primary School, Lincoln, LN1 2SD**

Thank you for your welcome and help when we visited your school. We enjoyed our visit. Thank you also for talking to us about your school and letting us see your work.

It was clear to us that you enjoy school and your attendance is excellent. You certainly enjoy your lessons. This is because the staff make your lessons interesting for you. You make good friends with one another. Your parents are pleased that you attend Scampton because they say that you make good progress. We agree with them. We found the school to be a good school. We were interested to learn of the visit that some of you made to Leicester and the links that you have with schoolchildren there. The photographs of you making games to play with each other and playing Indian games were really interesting. I know that you enjoyed watching the Leicester children do their Indian dances. You obviously enjoyed the visit to the space museum nearby while you were there and pretending to be in a space ship.

We have just two suggestions to make at this time to help the school improve even further. We would like the staff to concentrate more deeply on what and how you are learning when they observe lessons taught by one another. We would also like the school to inform your parents of your learning targets and next piece of learning so that they can also support you with your learning.

Thank you once again for your help. We wish you well for the future and hope that you will carry on working as hard as you can and always do your very best.

Yours sincerely

Peter Sudworth

Lead inspector

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