

Scampton Church of England Primary School

Address: High Street, Scampton, Lincoln, Lincolnshire, LN1 2SD

Unique reference number (URN): 120585

Inspection report: 3 February 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard 

Leaders promote the importance of school attendance among parents and carers. This includes discouraging holidays during term time. Pupils know that their education is important and attend regularly. Leaders build positive and productive partnerships with families of pupils who find attending school difficult. As a result, these pupils are supported to improve their attendance even further.

Pupils demonstrate excellent behaviour throughout the school day. They reflect the school's aim of striving to be the best they can be. Starting in the early years, children show curiosity and ask thoughtful questions about their learning. Pupils work with focus and are motivated to do well. They are rarely distracted and are able to work free from disruptions. During class discussions, pupils listen to others carefully and make positive contributions. When working with their peers, they support each other remarkably well and celebrate their achievements.

Pupils rarely demonstrate unwelcome behaviour. When this does happen, staff consistently follow the school's behaviour policy. As a result, less positive behaviour, including bullying, stops quickly and does not reoccur. Leaders have in place highly effective approaches to support pupils, who find it more difficult to manage their emotions and behaviour. These pupils learn how to find positive ways of dealing with negative emotions and develop consistently positive behaviour.

Expected standard

Achievement

Expected standard 

Overall, pupils achieve well. They are supported to be prepared for further studies in secondary school. Children in the early years learn what they need to make a successful transition into key stage 1. Older pupils capably rise to the challenge of the curriculums in key stages 1 and 2. Pupils become proficient in their use of mathematics and language, whether in speech, writing or reading. Disadvantaged pupils and those with special educational needs and/or disabilities learn and progress through the curriculum as well as their peers.

In published outcomes, pupils generally achieve in line with national averages by the end of key stage 2. Pupils' workbooks and their work in lessons across the school demonstrate that they make positive progress through the curriculum. Occasionally, however, pupils forget or misunderstand important knowledge from subjects beyond English, mathematics and science. This prevents them from achieving all that they could.

Curriculum and teaching

Expected standard 

Leaders have put in place a curriculum that is designed in logical steps and supports pupils to build what they know over time. Generally, pupils are provided with opportunities to

connect and revisit key learning so that they usually remember what they have studied over time. Teachers have the subject knowledge and training needed to teach the curriculum well. They ensure that pupils learn what they need to use their language, reading, writing and mathematics skills effectively. Staff understand the needs of pupils with special educational needs and/or disabilities (SEND). Typically, using leaders' guidance, staff create and deliver suitable learning activities to meet these pupils' needs.

Staff, including those in the early years, use questions effectively to check what pupils know and understand. When necessary, staff typically provide timely support so that pupils do not fall behind. Teaching assistants are adept at providing effective additional help for pupils with SEND so that they are supported to keep up with their peers. However, in some subjects beyond English, mathematics and science, pupils do not have sufficient opportunities to revisit important aspects of the curriculum. At times, this means that some pupils do not learn all that they could and forget key knowledge. In addition, occasionally, teaching does not check that pupils are fully secure with prior learning before they move on to new content in these subjects. While leaders typically have an accurate understanding of the quality of teaching across the school, they have not identified some of these inconsistencies.

Early years

Expected standard 

Leaders build and maintain positive relationships with parents and carers of children in the early years. The school's transition programme into the Reception Year ensures that children join the school happily and are ready to start their education. They settle into school well.

Staff pay close attention to how well children are developing in the early years. They plan the curriculum based on children's strengths and areas needing development. When children appear delayed in an area of learning, staff determinedly provide the necessary support so that children do not fall behind. Staff also cater well for the needs of children with special educational needs and/or disabilities. Staff's creative and thoughtful support measures ensure that these children make positive progress through the curriculum.

Children delight in the stimulating learning activities in Reception. While the children learn and play, staff's interactions with children enrich their use of language. Children become articulate and use increasingly sophisticated vocabulary. They also learn what they need to start reading effectively. They know the basic sounds, blend words and begin to read sentences fluently. Children enjoy books. They listen intently when staff read to them. By the end of Reception, children typically master what they need to access the key stage 1 curriculum.

Inclusion

Expected standard 

Starting in the early years, leaders work closely with families to understand each pupil's strengths and challenges. They quickly identify pupils' special educational needs and/or disabilities (SEND). Using up-to-date research and guidance from external experts, leaders plan effective support for these pupils. In recent times, leaders have focused the school's professional development programme mainly on training staff in how to best adapt learning activities to cater for pupils with SEND. Staff are building their expertise in this area of their work. As a result, staff typically provide what these pupils need to learn.

Leaders consider the barriers disadvantaged pupils may face. They provide effective support for these pupils. Leaders' use of additional funding for disadvantaged pupils ensures that they access the full curriculum and, typically, achieve as well as their peers.

Leaders routinely check the impact of any support staff put in place for pupils with SEND and disadvantaged pupils. They listen to pupils' views and reflect on their experiences, when considering what is working well. Leaders also work closely with parents and carers to understand the full impact of the school's support on pupils. They redesign support plans, when necessary, to ensure that pupils receive the most effective help.

Leadership and governance

Expected standard 

Leaders have a broadly accurate understanding of what the school does well and what needs to further improve. They build helpful partnerships with external experts to evaluate the school's provision. When leaders find areas that need development, they put together clear plans and make any necessary changes. Leaders recognise and have in place measures to improve the rigour with which they monitor the effectiveness of some subjects to further inform their school improvement work.

Staff value and benefit from the school's professional development programme. The school provides an effective mix of internal and nationally funded training. This enables staff to develop effective, research-informed practices. The school's training programme has enabled staff to gain a range of qualifications to support them in their current roles and their future careers.

Governors have the expertise needed to govern effectively and meet their statutory duties. They have a firm hold on the strategic direction of the school. Governors receive the information that they need to understand how well the school is working. Governors hold leaders accountable for the quality of the school. They ensure that leaders act in pupils' best interests, including pupils who are disadvantaged or face barriers to their learning or wellbeing.

Parents and carers, staff and pupils are very positive about the school. Parents particularly value the close community and nurturing ethos provided to pupils. Staff appreciate how leaders care about staff's wellbeing and support them in maintaining a reasonable workload.

Personal development and wellbeing

Expected standard 

Leaders provide enriching opportunities for pupils to learn about themselves and the wider world. In the early years, children discover what a community is and how to participate within community activities. In later years, pupils apply and are interviewed for areas of responsibility within the school community. While fostering an ethos of community service, the application and interview process also helps pupils develop an understanding of future skills they may need to secure a job.

Pupils are well prepared to live in contemporary society. They learn how to live harmoniously with others. The school's approach to resolving conflict supports pupils to consider others' needs and find positive solutions to disagreements. Similarly, pupils are aware of different

lifestyles and beliefs that make up life in modern Britain. They value people's differences. They also consider current national and international issues from different perspectives.

The school ensures that pupils understand how to maintain healthy minds and bodies. Pupils reflect maturely about the spiritual side of being human. This is reflected in pupil-led assemblies that pupils thoughtfully prepare. Pupils also learn about how to build healthy relationships and the features of unhealthy ones. Leaders reflect on the risks that pupils may face in their lives. They provide appropriate learning opportunities to help pupils learn how to stay safe at home, in the community and when online.

Pupils appreciate and benefit from visiting speakers and opportunities that they have to visit places of local, national and international interest. For example, pupils' understanding of the democratic processes and how laws are drafted in the United Kingdom is enriched by visits from local members of Parliament and visits to the Houses of Parliament. Leaders ensure that pupils who may experience barriers to accessing such opportunities have the support that they need to take part in the school's enrichment and extra-curricular offer.

What it's like to be a pupil at this school

Pupils flourish within the school's loving community. They feel safe, knowing that staff look out for them and that pupils care for each other. Older pupils, for example, serve as early years prefects to support children in the Reception Year. This helps younger children to learn the school's values and to have fun on the playground. Pupils maintain positive relationships with each other and staff. When pupils fall out with each other, they typically find sensible solutions and resolve their issues. On the very rare occasions that bullying occurs, or when pupils need help with their relationships, staff support pupils very well. As a result, any bullying is swiftly addressed and the school's values are maintained.

Pupils benefit from the carefully considered enrichment opportunities during their time at the school. This helps pupils to develop a sense of belonging to their local and national heritage. For example, pupils proudly discuss their local community's place in national historical events, such as the 'Dambusters' raid during the Second World War. They also learn the importance of serving others in their community. Pupils speak passionately about their fundraising activities to support charities for vulnerable people locally and across the nation.

Pupils learn to face challenges with confidence, determination and resilience. They enjoy school and attend regularly. Pupils approach tricky aspects of learning admirably. As a result, pupils typically meet leaders' high expectations of what they can learn and achieve. Children in the early years know that learning is important. They enthusiastically explore learning activities that prepare them well for key stage 1. Disadvantaged pupils and pupils with special educational needs and/or disabilities get the support that they need to be successful within the school's welcoming ethos. These pupils typically learn and achieve as well as their peers. Overall, pupils are well prepared to take their next steps in education.

Next steps

- Leaders should ensure that staff provide pupils with sufficient opportunities to revisit the most important knowledge and vocabulary in subjects beyond reading, writing and mathematics so that pupils are supported to strengthen and remember key learning in the long term.
 - Leaders should ensure that checks of what pupils understand in subjects other than English, mathematics and science successfully identify misconceptions and gaps in pupils' learning, so that these are quickly addressed before new learning is introduced.
 - Leaders should further evaluate and refine how they check the impact of the curriculum so that they can be assured that pupils know more and remember more over time across the curriculum.
-

About this inspection

The chair of the board of governors in this school is Duncan Dawson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with governors, including the chair, the headteacher, senior leaders, teachers, support staff, pupils and parents and carers during the inspection.

This school is registered as having a Church of England religious character. The school is voluntary controlled. Its most recent section 48 inspection was in May 2024 and can be found on the school's website.

The school does not use alternative provision.

Headteacher: Charlie Hebborn

Lead inspector:

Al Mistrano, His Majesty's Inspector

Team inspector:

Ian McNeilly, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 3 February 2026

School and pupil context

Total pupils

60

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

90

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

16.67%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

8.33%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.33%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	61%	Close to average
2024/25 (revised)	55%	62%	Close to average
2023/24 (final)	50%	61%	Below
2022/23 (final)	63%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (revised)	100%	75%	Above
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	88%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	72%	Below
2024/25 (revised)	55%	72%	Below
2023/24 (final)	50%	72%	Below
2022/23 (final)	63%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	73%	Above
2024/25 (revised)	82%	74%	Above
2023/24 (final)	63%	73%	Below
2022/23 (final)	100%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	S	46%	S
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	S	62%	S

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	S	59%	S
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	S	60%	S
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	68%	S
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	80%	S
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	78%	S
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	S	80%	S
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.5%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.6%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.9%	13.3%	Below
2023/24 (3 term)	9.8%	14.6%	Below
2022/23 (3 term)	14.6%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright