



MESSAGE FROM THE HEADTEACHER

Scampton Church of England Primary School is a small traditional village primary school set in delightful surroundings that provides an excellent environment for learning where standards are high for both achievement and behaviour. Above all it is a special place full of joy, fairness and a shared desire for everyone to achieve their full potential.

Because we are a small school, there is a family atmosphere, a sense of community not only amongst the children but shared between everyone with an interest in the school; parents, staff, the Church and our neighbourhood which includes the nearby RAF Scampton airbase.

Our aims and values are underpinned by Christian belief and practice. During their time at our school, pupils thrive amongst an ethos of excellence, enjoyment and citizenship. Every child here is special and is treated as an individual.

I consider it a real privilege to be a member of this school family and be part of the amazing impact that it has on the lives of each child. If you would like to know more, or would like to visit us, please do not hesitate to contact the school.

**Charlie Hebborn BEd
(Hons) NPQH
Headteacher**

*To arrange a visit please call 01522 730340
This brochure is available in larger text by request.*

AIMS AND VALUES

We aim to provide a Christian framework which recognises the intrinsic worth of each person within the school and to develop their sense of responsibility, commitment, self-reliance and self-esteem.

We value the contribution made by all members of the school community.

We aim to offer a variety of relevant learning opportunities based on a broad, creative, enjoyable and challenging curriculum which seeks to provide every child with the resources they need for good health, safety, growth and development.

We value creative, flexible thinking and an inquiring mind.

We aim to enable children to build on their strengths and help them overcome their weaknesses, to develop a sense of pride in themselves and their achievements, and to celebrate their success and that of others.

We value a school where children are encouraged; where mistakes are seen as opportunities for learning; where differences are respected and celebrated; where individuals take responsibility for their own actions and the welfare of others.

We aim to provide a safe, secure and stimulating environment conducive to high quality teaching and high standards of learning.

We value an environment in which children feel secure and are encouraged to grow, mentally, emotionally, socially, physically and spiritually.

We aim to develop each child's ability to make a positive contribution to society and achieve their own economic well-being.

We value a developing partnership between school, parents, the wider community and industry.

The above aims and values are translated through policy into practice. Policy Statements are available on request.



ABOUT THE SCHOOL

Scampton Church of England Primary School is a small school of about 70 pupils situated in the attractive rural village of Scampton, six miles north of Lincoln. The original building dates from the 1870s but it has been enlarged and added to in recent years. In 2000 the school undertook a major building project which has given the school two new classrooms and toilet block, as well as remodelling offices and creating a large resource room. In the summer of 2005 the school purchased an additional building which gives space for assemblies, dining and some of the PE curriculum. The grounds consist of ample hard surface and sports field, including climbing equipment and a running track. In 2008 and 2009 our school council led a project to create a garden area in which we have a number of animals and vegetable plots. We also have our very own nature reserve with pond and woodland areas.



ADVANTAGES OF A SMALL SCHOOL

Small schools have a number of advantages over larger primary schools, for example, the chance to structure the school to give the best teacher pupil ratio, a flexible mixture of teaching styles, excellent relationships between staff, parents and children, teachers who really know the children in their class and a caring family atmosphere that provides support and encourages respect and cooperation.

Parents are invited to visit the school during working hours. Please telephone to make an appointment.



WHAT IS SPECIAL ABOUT A CHURCH SCHOOL

Church schools are as concerned as any other school to equip pupils for lives marked by rapid change, global competition and insecurity. But Church schools know in their viscera that this is not just about acquiring skills and good examination results. It is about forming people who have the moral strength and spiritual depth to hold to a course and weather ups and downs. It is about forming people who know that economic competition is not more important than family life and love of neighbour and that technical innovation is not more important than reverence for the beauty of creation. It is about forming

people who, however academically and technically skilful, are not reduced to inarticulate embarrassment by the great questions of life and death, meaning and truth. Church schools themselves embody the truth that a context of firm principles suffused by faith and love is the best and right basis for learning and growing.

The Archbishop of Canterbury (March 2006)

STARTING SCHOOL

We admit children to school in the September of the year that they are five years old. For the first few weeks this is on a part time basis, beginning with mornings only, followed by a few weeks of mornings plus lunchtime, then moving to full time. This ensures a smooth start to school life at a time when children are prone to tiredness.

THE CURRICULUM

The National Curriculum states:

- *That all children have an entitlement to a broad and balanced curriculum;*
- *That every pupil fully takes up the offered curriculum;*
- *That the curriculum must promote development in all the main areas of learning and experience, which are widely accepted as important.*
- *The curriculum must serve to develop the pupil as an individual, as a member of society and as a future adult member of the community with a range of personal and social opportunities and responsibilities.*

In all curriculum areas the equality of gender and race is stressed.

Within national and local expectations the staff at Scampton have the exciting job of 'bringing the curriculum to life!' We may immerse ourselves in one area of the curriculum for a week, where all activities are centred on this, or arrange for visitors to come into the school to share their knowledge and enthusiasm on a given subject.

All classes have interactive white boards as well as access to a wide range of other technology which includes a wireless ICT suite that enables children to use computers in the classroom to enhance their learning. Many lessons involve 'hands on' experiences, while others include learning through drama. We try, whenever possible, to deliver lessons in a cross-curricular way to 'join up' the children's learning. However, this is not always the most appropriate approach, as some subjects are best taught in isolation. Lessons are 'personalised, to meet the needs of individuals.



INDEPENDENCE

As children grow older they are encouraged to work more independently, being responsible for their own resources. By the time the child reaches the end of Key Stage 2 we aim to have equipped them to cope with the changes they will find in secondary education.



ASSEMBLIES AND COLLECTIVE WORSHIP

The daily act of collective worship takes place as a whole school or class.

Although assemblies are broadly Christian in character, the children are encouraged to explore their own beliefs and responses, especially in relationships at home and in school.



CLASS STRUCTURE

Our class structure may vary from year to year as the number of children in each year group may change from one year to another as may the needs of cohort. We will, however, always consider the needs of every child when making changes to our arrangements, ensuring the best possible education for every child.



FINDING OUT ABOUT CHILDREN'S PROGRESS

Assessment of children's progress takes place throughout the school year in various forms. For the younger children, this will mostly take the form of talking to the children, observing them and looking at the work they produce. Older children are also set individual targets for improvement. Statutory tests take place for children at the end of Key Stage 1 (for children at the end of their

infant years) and at the end of Key Stage 2 (for children at the end of their junior years). Parents receive test results along with the end of year reports. Parents are welcome to view their child's educational record on written request. Please ask the Headteacher for details of the procedure involved.

There are parents' consultation evenings in the Autumn and Spring terms. The first is a 'How have they settled in?' evening and gives you the opportunity to iron out any difficulties early in the year. We see the purpose of our consultation to address future targets for your child. Towards the end of the Summer term, a full written report is sent to all parents. This is followed by an opportunity to discuss the report, should you wish to do so. It is also an opportunity for you and your child to celebrate your child's achievements over the year.

You are welcome to discuss your child's progress with the class teacher and/or Headteacher at any time during the year. All we ask is that you make an appointment for a mutually acceptable time.



HOMEWORK

Homework takes many forms and obviously increases as the child gets older. Younger children are encouraged to take home books to share. This will include parents reading to children as well as children reading to parents. As children get older they may be given spellings to

learn; the purpose is not to learn for the test but to commit to memory some spelling patterns. Children will also occasionally be asked to learn tables and/or to complete a written and mathematical activity, or to undertake a project that will complement subjects studied in class. We ask parents to take as much interest as possible in this work as it both shows your child you are interested and also helps you to celebrate your child's progress and understand any difficulties s/he may be having. We particularly welcome children undertaking work at home connected with our termly studies.

VISITS

Throughout the year various excursions are planned, which link to school activities.



The older children take part in a two night residential trip. This takes the form of adventure activities under the supervision of qualified leaders. It is seen as a team building opportunity and for outdoor and adventurous activity to take place. It is also an excellent opportunity for developing social skills in a different environment from home and is thoroughly enjoyed by staff and children alike.

Trips focus on both the academic and personal development of pupils and risk assessments are carried out prior to these, in order to ensure a safe and successful time.



Naturally, seat belts are always insisted upon, and parents are informed of the mode of transport.



CLUBS

Parents run a football club on a voluntary basis on a Saturday morning. Other clubs run from time to time, usually at lunchtime. Other after school activities are run in connection with ‘Scamps’ our before and after school club.

COMMUNITY LINKS

As a Church of England controlled school we have strong links with the Parish Church in Scampton; our end of term Services are held in the Church. The older children take part in an annual project based in the local community. We have developed links with other schools, sharing resources and playing in sporting tournaments.



LIBRARY

The village Mobile Library visits the school each month and children are given the opportunity to borrow books. However, parents must sign a form accepting responsibility for the books borrowed, and note that they are not the school’s responsibility.



EQUAL OPPORTUNITIES

Scampton Church of England Primary School is an inclusive school and we respect the identities of all our pupils. Scampton is committed to equality of opportunity and opposed to all forms of discrimination. We strive to ensure fairness, equal access to education and give additional support to individuals and groups with additional needs. We will not tolerate any form of discrimination on the grounds of disability, ability, ethnicity, gender, language, religion, age or Special Needs.

Scampton is committed to meeting the needs of individual learners and recognises the need for focused intervention strategies to ensure that all children fulfil their potential through effective teaching and learning.

SPECIAL EDUCATIONAL NEEDS

We provide a carefully planned and differentiated curriculum, and adapt our teaching styles to our range of learners.

We pride ourselves on our ability to identify children who need extra help at an early stage in their school life with us and use a wide range of strategies to support those who may need a ‘boost.’ Difficulties are often relatively minor and can be overcome in time, with additional support.

If the class teacher and/or parent has continuing concerns about a child’s progress the School will begin a more formal monitoring process, which may require the involvement of other professionals such as the Educational Psychologist or Speech and Language Therapist. Provision is planned and implemented according to need and reviewed termly with parents and the child, where appropriate.

Throughout the process we aim to work in partnership with parents/carers and recognise the importance of their contributions to the identification and assessment of special needs.

For further details please speak to the Class teacher

HIGHLY ABLE, GIFTED AND TALENTED

The staff recognise that for highly able, gifted and talented pupils to be challenged and attain high standards in all aspects of their development they need to be carefully identified, especially when considering underachievement, maturity and learning ‘spurts’, and their particular needs responded to.

Partnership working with parents is vital when supporting very able children, and information related to achievements in out of school activities is an important part of the identification process. Like all children, the higher able, gifted and talented need to be regarded and treated as individuals and will vary in personality, interests and outlook.



The majority of support for higher able children will take place within the classroom context and is therefore the class teacher's responsibility. The Headteacher supports the work of the teacher in devising appropriate curriculum materials and further support may be obtained from the Local Authority or external agencies. Cross phase links may also be investigated.



PASTORAL, SOCIAL AND EMOTIONAL SUPPORT

Scampton has been recognised by Ofsted and Anglican inspections as an 'Outstanding' school for Caring for, Guiding and Supporting its pupils. One to one or small group sessions may work on issues such as low self esteem, anger management, assertiveness training or friendship skills. In some cases more specialised support may be required, for example a child may benefit from counselling, which the school is also able to arrange, in conjunction with parents. The children take part in: weekly Personal, Social, Health and Emotional lessons on a whole school theme as well as regular 'circle times'.



BEHAVIOUR

Every child at Scampton needs to feel that they are important and well thought of

by the people around them. We aim to create an environment in which our children can feel emotionally stable and can develop a sense of security, self-respect and self worth and at the same time be thoughtful of others.

Positive behaviour is modelled and praised and inappropriate behaviour is dealt with promptly and firmly by staff.

If the inappropriate behaviour is serious or persistent parents are informed so that they can work in partnership with staff to bring about change. Similarly should a child's behaviour at home be challenging we encourage parents to inform the school so that we can support the family, where appropriate. We expect staff and parents/carers to provide positive role models for the children so that our school community is one that values and respects others.

TRANSFER TO SECONDARY SCHOOL

Children from Scampton have gone on to attend a variety of secondary schools in the area. Which school children move on to is dependent upon parental choice and factors such as siblings already attending the secondary school and the distance from your home.

We work closely with secondary schools to ensure a smooth transition from Y6 to Y7.

Children who wish to attend a Grammar School, such as Queen Elizabeth High School, will need to take the 11 + exam. This is taken in school

during the Autumn Term of their final year It is not compulsory to sit the exam. Practise papers are taken in school in accordance with Grammar School Consortium guidelines, and the two papers of the test itself are also sat in school.



THE SCHOOL DAY

Session Times

9am - 12 midday
1pm 3.30pm.

Excluding breaks, registration and the daily act of worship, infant children are taught for 23 hours and junior children for 24 hours 15 minutes per week. For reasons of safety, no child should be on the premises before 8.50am (unless they are booked into 'Scamps' as there is no one available to supervise them. Exceptional arrangements may be made by arrangement with the Headteacher. Parents are asked to notify the school before 9.00 a.m. if your child is to be absent.

Children are told to return into school if the person meeting them is not there at the end of the school day if you should have a problem, please contact the school.





BEFORE AND AFTERSCHOOL ARRANGEMENTS

'Scamps' operates before school from 7.45 am. and after school from 3.30 pm until 5.30 pm Food is provided. Children have the opportunity to play in safe, known surroundings with friends. The programme is varied with structured activities such as crafts and sports alternating with opportunities to play games and use construction kits. A charge is made to cover costs, but as it is non-profit making we aim to keep this below childminding fees. We ask that you book your child into the sessions you require at the beginning of the week to give us an idea of the number of children to prepare for.

MORNING SNACKS AND WATER PROVISION

The school is part of the national fruit scheme- a government initiative to promote healthy eating in young children. All infant children will be provided with a portion of free fruit each day, which is usually shared out at break time. Children are also encouraged to bring their own piece of fruit either as a break time or lunchtime snack. Milk is available, free of charge, to children under five years of age. The regular drinking of water is encouraged. Water is always available and most children bring their own water bottles to school.

LUNCHTIME ARRANGEMENTS

Children are supervised at lunchtime by Midday Supervisors. During the summer months they may picnic outside, if the weather is suitable. In the winter they eat in the Hall and are in mixed age friendship groups.



We operate a hot meal service which provides a balanced, varied menu. There are a limited number of places available for hot meals and there is a waiting list for places once all places are taken up. Hot meals have to be taken up five days a week and should be paid for a term in advance.

For packed lunches, in the interests of health and safety we ask that the following requirements are met:

No fizzy drinks, either in cans or bottles.

Drinks should be brought in a container and children should either bring a cup or a straw.

We do not allow the children to drink straight from the bottle.

No glass please.

We expect your child to eat what you've given them so please ensure your child likes it and there is enough and not too much to eat.

Children are asked not to bring sweets to school. A bar containing biscuit is acceptable. We will ask your child to eat the savoury food first.

Please pack the food in an appropriate container; the lunchbox serves as a plate for eating.

If you think your child may be entitled to free school lunches, please ask at the school for details.

VALUABLES

While the school takes every precaution to avoid loss or damage of valuable items we cannot accept responsibility for them.

Anything of great monetary or sentimental value is better left at home!

Occasionally, children want to bring something special to 'show' – this should be done by arrangement with the teacher but it remains the responsibility of the child.

PARKING

Please help us take care of your children by parking legally at all times, and by being considerate to our neighbours. There is only a limited amount of parking on the road at the front of the school and permission to 'drop off' inside the school gates will only be granted by the Head teacher for a disabled badge holder. We ask that the "School Keep Clear" road marking is adhered to.

In order to avoid the road outside school becoming blocked, a one way system operates through the 'layby' at busy times from the Ingham end of the roadway.

SCHOOL COUNCIL

The School Council is made up of two representatives from each year group from Y1 upward. They meet regularly with a member of staff and it is a valuable opportunity for two way dialogue. They are responsible for developing playground standards and are a forum for commenting on rules, behaviour, school improvement etc. as well as organising charity fundraising.





ILLNESS AT SCHOOL

If a child becomes ill or injured during the day, the parents/carers will be contacted immediately and given the details. The parents will be expected to make arrangements for the child to be collected as soon as possible.

A child who has vomited or had a bout of diarrhoea, must not return to school for at least 48 hours, to ensure that they are clear, before they have contact with other children.

The school must have up to date telephone numbers and other relevant information in case of an emergency.

MEDICINES IN SCHOOL

We can only supervise medicines that have been prescribed by the doctor. Children are expected to self-administer (under adult supervision) daily medication for medical conditions, such as inhalers for asthma. Parents must apply to the office and complete the appropriate form giving details about dosage etc should any medication be necessary. All medication must be clearly labelled with the child's name, dosage and clear instructions. All inhalers and epipens are stored in an accessible place in each classroom and parents/carers must notify the class teacher if their child needs to use one.



CHILD PROTECTION AND SECURITY IN SCHOOL

The Head teacher is responsible for any Child

Protection issues. He works closely with a range of other services including: Police, Social Services and the Education Welfare Service. The school follows the Children's Services advice and policy on Child Protection issues which includes the requirement for Headteachers to report any obvious or suspected case of child abuse – which includes non accidental injury, severe physical neglect, emotional abuse and/or sexual abuse.

This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that Headteachers risk upsetting some parents by reporting a case, which on investigation proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is to carry out this delicate responsibility, would accept that the Headteacher was acting in what was believed to be the child's interest.



RESOLVING PROBLEMS

Occasionally, you may have a query or concern and you will want to speak to someone. Often, your child's class teacher can help you. If further discussion is needed, you can make an appointment to see the Head teacher. Problems are usually easily resolved, but if you are still not satisfied, there is a complaints procedure. You may ask the governing body of the school to consider your

complaint and if you are still not satisfied, you may approach the Education Authority. All involved in the school strive to deliver the best possible education to all our pupils and to care for their health and safety and well being at all times. However, we are only human and may not always live up to your expectations. If this is the case, please tell us, until we know, we are unable to take steps to put things right. An appropriate word at an early stage redeems many potentially difficult situations so please tell us.

SEX EDUCATION

Sex education is set within a framework of Christian values and taught as part of a health education programme which links with work in Science, RE and Personal, Social and Health Education. Although parents have the right to withdraw their children from these lessons, it is the Governors' policy that all children should receive sex education. If any parent wishes to exercise this right, they should contact the headteacher to discuss the matter.

FRIENDS OF SCAMPTON SCHOOL (FOSS)

The Friends of Scampton School gives the school tremendous support and financial help. Money raised provides extras that the school budget will not stretch to. Any parent is considered a 'Friend' but if you would like to get more involved with our activities on a regular or occasional basis, please see any committee member.



CHARGING POLICY

No charges are made by the school for books and materials used for curriculum work in school. Parents, however, are asked to reimburse the school for items lost by the child such as pens, reading books and exercise books.

Where the school is incurring an additional cost, such as the need for transport, entrance fee charges and so on, parents are asked to make a voluntary contribution towards the cost. No child will be excluded joining in any activity if a parent is unable to contribute. However, if many parents feel unable to pay a contribution, there is a possibility that the trip etc., may be cancelled due to lack of funding.



HOME SCHOOL AGREEMENT

Scampton Church of England School will:

- treat your child with respect and care as a valued individual and as part of the school community.
- give your child a broad and balanced education using our professional skills and providing him/her with challenging and relevant learning opportunities.

- be open and welcoming and offer you opportunities to become involved in the life of the school.
- encourage children to develop a sense of pride in themselves and their achievements and take responsibility for their own actions.
- provide a safe, secure, attractive and inspiring environment in which children can learn.
- provide tasks to be completed at home increasing in quantity as the child gets older.
- keep you informed about general school matters through letters and your child's progress at consultation evenings and through annual written reports.

Parents will:

- encourage their child to increase independence as he/she gets older.
- ensure their child attends school on time every day appropriately equipped and let the school know the reason if s/he is absent.
- communicate concerns that may affect their child's learning or behaviour.
- support the school in its policies, particularly in behaviour, homework and uniform and ensure that tasks set to be completed at home are done by the day required.
- attend consultation meetings and review meetings to discuss their child's progress.



SCHOOL POLICIES

Our Policies are reviewed on a regular basis by the Governing Body and are available in school to be viewed at any time. You will also find our more commonly viewed Policies available on the school website.

FROM THE ARCHIVES





Pupils of all abilities from the most needy to the gifted and talented flourish in an extremely caring environment and as such achieve well academically and exceptionally well in many aspects of their personal development. (Ofsted 2007)

Wonderful from top to bottom. It is a small school with a very big heart. (Parent)



Pupil's extremely positive attitudes and exemplary behaviour are key factors in the good standards they achieve. (Ofsted 2007)

This is an outstanding Church of England village school with strong church connections.... Children enjoy coming to school where they feel safe and are proud of their school. (National Society Statutory Inspection of Anglican Schools Report)

