

South Ascot Village Primary School

All Souls Road, Ascot, Berkshire, SL5 9EA,

Inspection dates 23–24 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress over recent years has been inconsistent and, as a result, pupils do not achieve as well as they should. However, 2013 data show that progress is improving and pupils are making expected progress.
- There are differences in the quality of marking between classes and teachers do not always provide pupils with clear enough guidance for them to progress to the next step in their learning. Targets for improvement in English and mathematics are variable across the school.
- In some classes, pupils do not keep a permanent record of all their work in exercise books. This has an adverse impact on teachers' ability to assess how well pupils are making progress. Additional adults do not always check pupils' understanding throughout lessons or correct misconceptions.
- Leaders, including governors, have not improved the quality of teaching and pupils' achievement so that it is consistently good.
- School self-evaluation is not robust or effective enough to help drive the school forward.
- The governing body does not yet have the skills to effectively analyse the impact of pupil premium funding.

The school has the following strengths

- This is an inclusive, caring and welcoming school. Pupils state that they feel safe, valued and supported. Attendance is above average. Pupils behave well and have good attitudes to learning.
- Children achieve well in the Early Years Foundation Stage because teaching is consistently good. Attainment at the end of Year 6 is rising.
- Parents are very complimentary and feel that their children are carefully nurtured. Parents have positive relationships with staff and make particular reference to how supportive they find the headteacher.
- The school is a harmonious community and promotes pupils' spiritual, moral, social and cultural development well.

Information about this inspection

- Inspectors observed 13 lessons and part-lessons, including six joint observations with the senior leadership team. They scrutinised work in books and heard pupils read in Years 2 and 6.
- Meetings were held with a group of pupils, members of the governing body including the Vice-Chair, school staff and a representative from the local authority.
- Inspectors took account of 41 responses to the on-line questionnaire (Parent View) as well as one letter from a parent. They also spoke to parents at the end of the school day.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own data on pupils' current progress, planning and monitoring documentation and records relating to behaviour. Safeguarding documents were also scrutinised.
- The views of staff were analysed through the 27 responses to the staff questionnaire.

Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Phillip Littlejohn

Additional Inspector

Full report

Information about this school

- South Ascot Village Primary is an average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is lower than the national average. Pupil premium is additional funding for looked-after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services. Currently there are no pupils from forces families on roll. No looked after children are currently on roll.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than the national average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is higher than the national average.
- The proportion of pupils from minority ethnic backgrounds is lower than average, as is the proportion of pupils who speak English as an additional language.
- The school has an on-site nursery which is part of the purpose-built Early Years Foundation Stage building.
- There is an on-site breakfast club that is run by the governing body.
- Pupil mobility is higher than the national average.
- In 2012, the school did not meet the current floor standards, which are the minimum standards for attainment and progress expected by the government.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make at least good progress by ensuring that:
 - teachers' marking is consistent in quality and provides clear feedback to pupils linked to the next steps in their learning
 - teachers require pupils to keep a permanent record of their work in exercise books
 - learning assistants consistently check pupils' understanding throughout the lesson and correct any misconceptions.
- Accelerate pupils' progress in both key stages in reading, writing and mathematics and so raise attainment by ensuring that pupils are:
 - given individual targets in both English and mathematics that are regularly monitored and which fully involve them in their own learning.
- Ensure the school sustains the momentum of improvement by increasing the effectiveness of leaders at all levels by:
 - making sure that actions planned to improve the quality of teaching are measurable and rigorously monitored
 - self-evaluation is specifically focused on school improvement
 - making sure the governing body has the appropriate skills to analyse data and the impact of additional funding for those eligible for pupil premium funding.

An external review of governance should be undertaken to include a specific focus on the school's use of the pupil premium, in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Progress over the last three years has been inconsistent and, as a result, pupils do not achieve as well as they should. From a dip in 2012, the proportions now making and exceeding expected progress in English and mathematics are improving.
- Standards in Key Stage 1 have fluctuated over time and dipped in 2013 to below national averages. This was due to higher numbers of pupils who had special educational needs. Across the school there is considerable variability in the targets pupils are given to help them improve their work in English and mathematics. Whilst in Years 1 and 2 targets are very clear, in other year groups they are too brief to be effective. This means that pupils are not as fully involved in their learning as they could be.
- Pupils make better progress in Key Stage 2 and, as a result, standards are rising in reading, writing and mathematics. In 2013, pupils made rapid progress in Year 6, particularly in writing and mathematics.
- The progress made by different groups of pupils, including the most able, disabled pupils and those who have special educational needs, and those new to the school is similar to that of their peers. The progress of those from minority ethnic backgrounds and those who speak English as an additional language is also similar to that of their peers.
- Pupils' progress in reading is variable, although improving overall. However, the Year 1 phonics reading check this year showed that pupils performed lower than the expected standard, although in 2012 they performed considerably higher. Phonics (the sounds that letters make) is taught systematically and pupils use their skills well to tackle unfamiliar words. Pupils read widely both at school and at home. They talk with enthusiasm about their favourite authors.
- Data on the attainment of pupils who are eligible for the pupil premium funding shows that by the end of Year 6, the gap with their classmates has virtually closed in mathematics. In English, eligible pupils are less than a term behind their classmates and all pupils nationally. The school is working to close the gaps with additional support from additional adults with small-group and one-to-one sessions.
- Children make good progress in the Early Years Foundation Stage. Learning is carefully planned with a variety of activities and resources tailored to children's needs. The purpose-built early years building provides superb facilities both indoors and outdoors, allowing children to safely explore the natural environment. As a result, children are very well prepared for their learning when they enter Year 1.

The quality of teaching

requires improvement

- Teaching has been too inconsistent in quality over time. These variations have resulted in pupils making uneven progress as they move through the school.
- Teachers do not use the school marking policy consistently and different teachers have different ways of assessing pupils' work, which can be confusing to pupils. Marking is not used well enough to move pupils on in their learning by providing clear feedback on how to improve.
- Teachers' ability to accurately monitor progress, particularly in Key Stage 2, is hampered in some classes because pupils do not keep a permanent record of all their work in exercise books. This has an adverse impact on teachers' ability to assess how well pupils are progressing. For example, pupils completed numerous sums on small whiteboards which were then all wiped clean without being checked; the teacher then had no way of knowing whether all pupils had understood the work. As this occurs frequently, there is less work in pupils' books than there should be.
- In some lessons, additional adults who support learning do not consistently check pupils' understanding or correct any misconceptions. However, this is not always the case and there were examples observed of very good support being provided. As one pupil said, 'I didn't

understand subtraction until you came to help me, now I really get it.' Additional adults are also very supportive of those who speak English as an additional language.

- Although there are still some weaknesses in teaching, much is improving. When it was good, pupils were actively engaged in learning. Pupils said how much they enjoyed using the extensive grounds to practically apply their learning, for example when they were measuring tree girths in mathematics. Much teaching was seen to proceed at a good pace and pupils knew what they had to do in the time available.
- In the Early Years Foundation Stage, routines are well established and children enjoy cooperating together. The inspectors were most impressed with the methodical way that children tidied up the classroom at the end of a session. Children enjoy a wide range of activities both inside and outside, which are either chosen by themselves or led by adults.

The behaviour and safety of pupils are good

- Pupils behave well around the school. They show respect for adults and each other. They relish the opportunities they are given to show how responsible they are; for example, Year 6 pupils enjoy helping to set up the hall and manage the music for assembly. Others are very proud of the work that they do as house captains or as members of the school council. These opportunities contribute well to pupils' social and moral development.
- Relationships are particularly strong at the school and parents and pupils alike were very complimentary about how staff supported them. Parents who responded to Parent View, or who wrote to inspectors, and those who were spoken to in the playground were overwhelmingly supportive of the school. They also appreciated the good partnerships that the school has with a range of different agencies.
- In lessons, pupils consistently demonstrate positive attitudes to learning. They enjoy group tasks and discuss ideas with enthusiasm. Pupils report that disruption to lessons is rare but does happen on occasion and this is why behaviour is not outstanding. However, when it does occur, it is well managed by the teachers and does not have an adverse impact on the learning of the class as a whole. As one pupil said, 'teachers are very good at calming children down.'
- Pupils have a mature understanding of the different forms of bullying, such as cyber bullying and racism. They told inspectors that any incidents of bullying are rare and that everyone is 'accepted for who they are'. This contributes well to pupils' spiritual and cultural development.
- Attendance is above national averages and there is a consistent approach to ensuring that attendance remains high. Punctuality is good. There have been no exclusions in recent years.
- The breakfast club provides a welcoming start to the day where pupils are encouraged to have a healthy breakfast.

The leadership and management require improvement

- Improvements, after the 2012 results, in tracking pupils' progress have not had enough time to have a full impact on eliminating underachievement; however, the trend is positive and there is a momentum of improvement. Leaders understand what the school does well and what needs to be done to improve and this has been recognised by the local authority who provide, in conjunction with other external advisors, the right level of support for the school.
- Middle managers are predominately new to the school and are developing the work in their areas of responsibility to support the headteacher who had to take on additional roles. Purposeful leadership in the Early Years Foundation Stage ensures that children receive a well-tailored provision to suit their needs.
- Whilst leaders visit lessons on a regular basis, the suggested actions to improve the quality of teaching are not measurable as they do not focus clearly enough on what pupils have learnt

during the lesson, nor are the outcomes of the observations rigorously monitored.

- The school has clear improvement plans which are underpinned with further detailed documentation; however, the school's self-evaluation is too brief to be fully effective.
- The curriculum contributes well to providing memorable experiences. The whole-school topic this term is called 'Journeys' and examples were seen of how well this contributes to pupils' spiritual, moral, social and cultural development. Pupils talked with enthusiasm about the range of trips and visits to places of interest such as Fishbourne Roman Palace. Other pupils enjoyed the option to learn Spanish.
- Performance management procedures are robust and are linked to outcomes. Training opportunities linked to the school improvement plan are focused on improving pupil achievement. For example, the staff have already had training on the new mathematics curriculum so that they are well prepared for forthcoming national changes.
- Discrimination of any sort is not tolerated. The school is very inclusive and there is a strong commitment to ensuring there is equality of opportunity.
- The school has clear plans to use the additional government sports funding to increase participation in sport. Additional funds will be spent on employing staff to encourage more involvement in physical activities and sport.
- Safeguarding procedures are all in place.
- **The governance of the school:**
 - Governors are aware of the strengths of the school and the areas for development. They are actively involved with the school and visit lessons. Whilst governors report that they are given plenty of data, they do not analyse these in sufficient depth to ensure they are fully understood. Governors are aware of the work done to support disabled pupils and those who have special educational needs and what the school does to support those who are in receipt of the pupil premium funding. However, they have yet to fully review the impact of the additional funding on the progress that these pupils make. Governors have had appropriate training and have a clear awareness of the quality of teaching and know what the school is doing to reward good teachers and tackle any underperformance. They are aware of how the management of the performance of the headteacher and other teachers is helping drive improvement. The governing body fulfils its statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109843
Local authority	Windsor and Maidenhead
Inspection number	426677

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Nicola Gardiner
Headteacher	Gillian Cocklin
Date of previous school inspection	29–30 November 2010
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