

# New Scotland Hill Primary School and Nursery

Grampian Road, Little Sandhurst, Sandhurst, Berkshire, GU47 8NQ

**Inspection dates** 3–4 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders successfully ensure that pupils make good progress in all subjects throughout the school. By the end of Year 6, standards are above national averages in reading, writing English and mathematics.
- Rigorous systems are in place for checking on the progress of pupils and the performance of teachers. Teachers understand what is expected of them and value the training they are given. This is resulting in improved teaching and faster progress for pupils.
- Teachers use a wide range of approaches within an excellent range of subjects and activities to make learning interesting. Pupils are motivated and learn well as a result.
- Pupils are well mannered and courteous and their behaviour is good. The school is a very happy place where pupils and staff care for each other. There are good procedures in place to ensure that pupils are safe.
- Pupils, parents, governors and the vast majority of staff are totally supportive of the school's aims. The school communicates well with parents who are fully involved in the school's work.
- Governors know the school well. This enables them to provide good support and hold the school to account. They contribute well to plans for the future of the school.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to ensure all pupils make rapid progress.
- Teachers' marking does not always give pupils enough guidance and so sometimes pupils do not know how their work can be improved.
- Teachers' skills in teaching writing are still developing and so progress in writing is slower than in reading and mathematics.
- Some leaders in charge of subjects are not fully involved in improving teaching and learning so that more is outstanding.

## Information about this inspection

- Inspectors observed eight lessons, two of which were joint observations with the headteacher. In addition, inspectors made a number of other short visits to lessons. Opportunities to observe lessons were limited because Years 5 and 6 were on a residential school trip during the week of the inspection, Years 3 and 4 were on a day trip on the first day and Years 1 and 2 were on a day trip on the second day. Inspectors therefore spent considerable time examining pupils' work books. They also observed other aspects of the school's work.
- Meetings were held with members of the governing body, including the Chair, as well as with teachers and school leaders. Inspectors also met with a representative from the local authority.
- Pupils took inspectors on a tour of the school. The inspectors also listened to pupils read and spoke with them about their reading and their work. They spent time in the dining hall and on the school playground where they also spoke to pupils.
- Inspectors took account of the 105 responses to the online questionnaire (Parent View) for the current school year and the two letters received from parents. Inspectors also spoke to parents and carers at the school gate. Inspectors reviewed 25 questionnaire responses from staff.
- A number of documents were looked at, including the school's own information relating to pupils' achievement, the school's self-evaluation summary and plan of action, records relating to behaviour and attendance and checks on teaching and documents relating to safeguarding. The inspectors also visited the school's website and the governors' website.

## Inspection team

Martin Marsh, Lead inspector

Additional Inspector

Gill Walley

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- One in 14 pupils is known to be eligible for the pupil premium (additional government funding which supports pupils known to be currently eligible for free school meals or within the last six years or who are looked after by the local authority) which is below average. In Year 6, in 2013, there were two eligible pupils.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion on school action plus or with a statement of special educational needs is average.
- Less than one in 10 pupils belongs to an ethnic group other than White British. Just over half of this group does not have English as a first language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Breakfast and after-school clubs take place at the school but are run by external providers and were not part of this inspection.
- A new headteacher took up post in September 2012 and there have been significant changes on the governing body including a new Chair of the Governing Body.

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

- Increase the proportion of outstanding teaching so that pupils make rapid progress, especially in writing, by:
  - making sure that marking helps pupils to understand more precisely how they can improve their work
  - developing teachers' skills in teaching writing.
- Increase the involvement of middle leaders in improving teaching and learning so that more pupils make outstanding progress.

## Inspection judgements

### The achievement of pupils

is good

- Pupils arrive with a wide range of skills and the school builds on these well. This enables pupils to make good progress and attain above national averages in reading, writing and mathematics by the time they leave in Year 6. The progress of pupils quickens as they move through the school and many older pupils make excellent progress, particularly in Year 6.
- Many pupils make rapid progress in reading and mathematics. This is because teachers' subject knowledge enables them to plan work effectively for different groups of pupils. The school recognises that this is not as strong in writing, where progress is not as fast. Training for teachers is starting to have an impact on developing pupils' skills in writing and progress is now improving.
- Pupils learn to read quickly because of well-planned teaching of letters and the sounds they make (phonics). In the Nursery class, children are able to use this knowledge to begin to spell words and write simple sentences. Teachers provide good opportunities and contexts to apply these skills. In the Reception class, children were using their knowledge of phonics to make a list, to be displayed for parents, of what they needed to bring on a school trip the following day. By the time pupils leave, in Year 6, they are confident readers with an interest in literature.
- The ability of pupils to calculate, both in their heads and on paper, is good. Pupils in Year 4 are able to add fractions involving whole numbers and confidently apply their arithmetic skills in a range of different problems and investigations. More able pupils in Year 6 can solve algebraic equations and draw and interpret pie charts.
- Pupils have many opportunities to express their ideas, both to each other and to the whole class. This benefits all pupils, but particularly those for whom English is not their first language or who are from ethnic communities other than White British. Consequently, these pupils make similar, and often better, progress than their peers in reading, writing and mathematics. Pupils become very articulate and confident in speaking, often using the correct subject specific vocabulary in explanations.
- The more able pupils make similar progress to other pupils. Teachers plan work that challenges them to deepen their thinking and learn more advanced skills.
- The school uses additional funding well to quicken the progress of the small number of eligible pupils. They receive extra support from teachers and other adults, sometimes through small-group and one-to-one sessions, and so achieve as well as, and often better than, other pupils.
- The needs of disabled pupils and those who have special educational needs are carefully identified. This enables the school to provide additional support both in and out of lessons so that these pupils can learn as well as their peers. Their good progress shows the school is successful in providing equality of learning for all.

### The quality of teaching

is good

- Teachers plan lessons which motivate and interest pupils. A great deal of thought is given to making the teaching relevant to the pupils' interests. A Year 4 mathematics lesson typified this. Pupils were using digital pictures of architecture and flowers (taken the previous day on a visit to Kew Gardens) to learn about rotational symmetry. A lively discussion enabled pupils to reflect on the difference between reflective and rotational symmetry and they demonstrated a deep understanding of the concept in the follow-up individual activity.
- Relationships between teachers and pupils, and among the pupils themselves, are excellent. When pupils are asked a question there is always a lively response and pupils listen well to each other's answers and comments. In this way they learn well from each other.
- Pupils enjoy writing and are given frequent opportunities to write for a range of different purposes and contexts. However, some do not make the progress they could because teachers do not make clear what pupils need to focus on when they write. Pupils then repeat mistakes, or

do not challenge themselves to write in more sophisticated styles.

- Additional adults work well with pupils as they are effectively managed by the teacher and have a clear idea of their role in all parts of the lesson. If they are supporting disabled pupils and those who have special educational needs, additional adults help them to take a full part in the lesson and give them enough time to try and resolve difficulties themselves. This enables them to learn well and not be over reliant on adult help.
- Teachers' marking is accurate and pupils appreciate the corrections that are made to their work and the supportive comments that are often made responding to them. On occasions, the marking does not give pupils precise enough guidance as to how they can improve their work. As a result, pupils do not always understand how they can do better.
- A small minority of parents and carers who responded on Parent View expressed some concern over the appropriateness of their children's homework. The school is setting activities, in addition to reading and mathematics, which enable pupils to research and develop study skills and which may require parents' assistance. The school provides good guidance as to how parents and carers can support their children; the activities set are suitable for their ages.
- In Nursery and Reception classes, activities are well planned both in the classroom and outside. Adults enjoy good relationships with the children which allow them ask challenging questions and deepen their learning.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Pupils enjoy coming to school and are very happy. All but a tiny number of parents and carers who responded on Parent View, or who were spoken to during the inspection, felt that pupils are well behaved and well looked after.
- The school is 'extremely caring ... with dedicated staff and a lovely homely feel' was one parent's description, typical of many. The school shows a high level of care to all its pupils, who respond by behaving well and caring for each other. On the rare occasions when there is inappropriate behaviour, it is dealt with very quickly and well.
- Attitudes to learning are never less than good and often excellent. Pupils work hard in lessons and it is rare for a piece of work not to be finished. Work is typically presented well. Pupils are well mannered and courteous and enjoyed talking to inspectors about their work. They are proud of their school and willingly take on responsibilities such as serving on the school council. Older pupils organise games and play with younger children, train to become sports leaders, or act as peer mediators if children have a problem or friendship issue at play times.
- Attendance is above average and pupils are typically punctual for school.
- The school's work to keep pupils safe and secure is good. The school's procedures to ensure the site is secure are rigorous, and regular checks are made by leaders to check that health and safety requirements are being met. Pupils feel safe and parents and carers agree.
- Commitment to child protection is a priority for the school and all adults receive the necessary training to ensure they can recognise and report any possible signs of abuse.
- Pupils are aware of the different types of bullying, including cyber bullying, and understand how to keep safe when using electronic media. Pupils respect each other's cultures and beliefs and prejudiced-based incidents or poor behaviour are extremely rare. Pupils are confident that if prejudiced-based or other bullying incidents did occur they would be quickly dealt with. This shows the school is successful in fostering good relations and tackling discrimination.
- Pupils understand how eating well and taking regular exercise will keep them healthy. Their participation in the aerobic extra-curricular activities the school offers is high. The additional government funding for sports is allowing the school to increase the range of sports and activities the school offers. The funding also provides training for teachers to help them become better teachers of physical education.
- Behaviour is not outstanding because, on occasions, where teaching is less strong, pupils sometimes lose concentration.

**The leadership and management are good**

- Over the last two years, the headteacher has successfully raised the expectations of all the staff about what pupils can achieve. Significant changes have been introduced. These include rigorous systems to track the progress of pupils and excellent procedures to check on the quality of teaching. The greater proportion of pupils now making rapid progress, particularly in reading and mathematics, is one example of the impact of these changes. The staff are a fully committed team working together with a common purpose.
- The school has invested in training for leaders responsible for subjects. However, some are not given enough opportunity to use their skills to improve teaching across the school so that more is outstanding.
- Systems for staff appraisal are rigorous. There are high expectations of teaching quality and training is provided once needs are identified. Teachers are well motivated and value the opportunities they are given to improve their teaching through training, both in school and from external providers.
- The excellent curriculum provides a rich variety of experiences that pupils enjoy and which make a significant contribution to their learning and development. Years 3 and 4 were learning about Brazil, the venue for the 2014 FIFA World Cup. They spent a day at Kew Gardens studying plants found in rainforests and experiencing high humidity. In school they followed this up with activities that included making Brazilian lemonade (which the children were surprised included condensed milk and limes, not lemons), making carnival masks and taking part in Brazilian dancing. This was also a good example of how the school successfully provides for pupils' social, moral, spiritual and cultural development.
- The school has been very successful in gaining the support of its parent community. Workshops held to help parents and carers support their children's learning are well attended and highly valued.
- The local authority provides good support to the school by supporting the headteacher, providing training for teachers and working with governors.
- **The governance of the school:**
  - Governors know the school well. They have a good understanding of how pupils' achievement compares with that in other schools nationally. Governors visit regularly and are aware of what needs to be done for the school to become outstanding. They are fully involved in the school's evaluation of its performance, including the quality of teaching, and so are able to challenge school leaders appropriately and be involved in plans for the future. They also contribute well to the good safety in the school and in meeting statutory requirements for safeguarding and the recruitment of staff.
  - Governors make good use of the dedicated website to communicate with each other and gain a wider understanding of the school's work. They are able to read notes made following visits by other governors, access materials in preparation for meetings, read minutes of those meetings and study various other documents posted by school leaders.
  - The governors know how the additional funding for eligible pupils is being used to provide specialist support for teaching and the impact it is having. Governors also know how teachers are rewarded for performance through the school's appraisal process.
  - Governors understand the value of training and appreciate the local authority training they have received, particularly in understanding the school's performance data and the induction of new governors.

## 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

<b>Unique reference number</b>	109883
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	444236

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Kent
<b>Headteacher</b>	Catherine Forrester
<b>Date of previous school inspection</b>	30 June–1 July 2010
<b>Telephone number</b>	01344 772184
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