

New Scotland Hill Primary School

Inspection report

Unique Reference Number	109883
Local Authority	Bracknell Forest
Inspection number	354500
Inspection dates	30 June –1 July 2010
Reporting inspector	JACQUELINE MARSHALL

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	235
Appropriate authority	The governing body
Chair	Jack Delbridge
Headteacher	Pat Kerton
Date of previous school inspection	29 June 2007
School address	Grampian Road Sandhurst GU47 8NQ
Telephone number	01344 772184
Fax number	01344 750561
Email address	head@office.newscotland.bracknell-forest.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons and observed seven teachers, although opportunities to observe lessons were reduced with Years 5 and 6, as well as four teachers, being on their school residential visit during the course of the inspection. They held meetings with groups of pupils, staff, school leaders and governors as well as evaluating 107 parental/carer questionnaires, in addition to 64 questionnaires from the older pupils. They looked at documents including school policies, pupils' progress data, attendance figures and school development planning as well as pupils' work.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies for improving the learning and progress of all pupils, especially in mathematics
- the extent to which staff use assessment to support and challenge pupils' learning and raise attainment
- the effectiveness of leaders in checking, reviewing and taking actions to raise the quality of teaching and the use of assessment

Information about the school

New Scotland Hill is a primary school of average size. The majority of pupils are from White British families. The proportion of pupils who have special educational needs and/or disabilities is average, as is the proportion of pupils who have a statement of special educational needs. The range of barriers to learning includes moderate and specific learning difficulties, speech, language and communication issues and behavioural, emotional and social needs. The school has been received several awards including Healthy School Status, the Activemark and Rights Respecting Schools level one.

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. It has several outstanding features. Since the last inspection, it has raised standards in the level of care, guidance and support to excellent, while ensuring that all pupils achieve well in their learning and develop very well as individuals. Outstanding attendance reflects the pupils' enormous enthusiasm for school and learning. This keenness to attend school, along with their considerable ability, from the minute they start school, to work exceptionally well together and develop as really good learners, are key factors in pupils' excellent development of workplace skills. This outcome has been particularly well promoted through the highly effective 'Building Learning Power' initiative. Because of the school's very good focus on its pastoral care, pupils have an extremely good understanding of how to lead healthy lifestyles and stay safe. This understanding is demonstrated well through the pupils considerable awareness of the importance of exercise and healthy diet, with recent school elections choosing the 'Sportivia' party because of its manifesto encouraging increasing levels of all forms of exercise.

Pupils achieve well because teaching is good. As a result, they progress well, in lessons that are lively and interesting. All staff know pupils' abilities well because teachers, regularly, check how well pupils are doing and are effective in sharing this information with the pupils and their parents and carers. Day-to-day assessment is effective and teachers are very good at feeding back to pupils during lessons. Teachers' marking is good overall and is best in English, where teachers, more regularly, share with pupils exactly what they need to do next to improve. In mathematics, however, this aspect of marking is not as strong. As part of its drive to make pupils' learning more relevant and creative, the school has identified the need to provide greater opportunities for pupils to develop investigative skills and encourage them to think more deeply, particularly in mathematics.

Although standards are regularly above average, the headteacher, effectively supported by governors and staff, has led the school's successful push to use assessment strategies more rigorously to improve achievement. The strategies are being used across the school to tighten planning. There is evidence of good practice in ensuring that lessons challenge and match pupils' abilities and that targets reflect well pupils' next steps in their learning. There is, however, still more to be done to ensure that this practice is consistent across the school. Self-evaluation is accurate and leaders have taken effective action to maintain and build on the good practice seen at the time of the last inspection. The school's strength of purpose is particularly evident in the way that it has developed a new leadership team while continuing to improve and develop standards. These developments, together with the commitment of all staff to ensure the

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best for all pupils, demonstrate good capacity for further improvement

What does the school need to do to improve further?

- Accelerate achievement in mathematics by:
 - developing teachers' use of marking to the level seen in English, so that pupils understand what to do next to improve their work
 - ensuring that teaching promotes more actively an investigative approach to learning and increasingly develops meaningful links between subjects.
- Raise achievement further by using assessment more consistently to build on best practice, ensuring that targets and lessons always challenge and engage pupils to achieve their best.

Outcomes for individuals and groups of pupils**2**

Across the school, pupils of all abilities achieve well in their academic learning. They talk eagerly about what they have learnt in lessons and are clear about their learning. In a Year 2 literacy session, pupils were very willing to share their ideas and then receive suggestions from the rest of the class about how they could improve their work. They were able to identify the key elements needed to make a piece of writing better, effectively identifying when these included their own targets and then using this knowledge in their subsequent work.

Lessons and pupils' books show progress is good. The trend in pupils' attainment in the core subjects at both Key Stage 1 and 2 has continued to be above average and confirms the success of the school's initiatives to maintain achievement since the last inspection. In order to raise achievement further, the school has planned to turn its attention to accelerating progress in mathematics, where attainment has been less consistent, though still above average. Pupils who have special educational needs and/or disabilities make at least similar progress to others and sometimes better, because of the effective additional support they receive.

Overall, pupils achieve especially well in their personal and social development. Their very positive attitude to school and commitment to do well ensure excellent preparation for their next stage of learning. They are very willing to take on responsibilities within the school, whether acting as peer mediators or Kick Start Leaders running the daily fitness sessions, and are also keen to be involved in the wider community. Pupils' spiritual, moral, social and cultural skills are well developed, as a result of their growing awareness of the diverse cultures in the United Kingdom. Their great enjoyment of school life is evident in their very supportive approach to one another, which helps make the school an exceedingly safe and welcoming place. Pupils say they really like coming to school and that everyone gets along together. There is evidence of occasional incidents of inappropriate behaviour but these are dealt with well by staff and behaviour is good overall.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The key features of the good teaching and learning that exist throughout the school include the very positive relationships adults have with children, the effective use of interactive whiteboards to engage children in their learning, and the well-targeted use of teaching assistants in group activities. Together, these key factors help pupils to develop very positive attitudes to learning. In a mathematics lesson, pupils in Year 1, enthusiastically, recorded their findings on odd and even numbers, sharing their ideas and thoughts confidently as they used shells and pebbles practically to solve a problem. Pupils were given every chance to talk about their learning and, consequently, were highly motivated. One group of pupils were particularly well supported by the teaching assistant. Good use was made of the outdoor learning environment to ensure that learning was very practical and enabled the group to build effectively on their mathematical knowledge as a result. During lessons, adults, regularly, explain to pupils how they can improve their work. Where marking is best, pupils understand the next, small steps needed to improve their work and, as a result, their progress is accelerated. This practice is not consistent across classes or subjects.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The curriculum is successful in building pupils' basic skills in English, mathematics and information and communication technology. Creative links between subjects are being made increasingly to help to stimulate pupils' interest and provide further opportunities to challenge and stretch their learning. However, in mathematics, such opportunities to practise and develop their investigative and thinking skills are sometimes missed. Along with the rich and varied range of visits and visitors who share their expertise with pupils, the curriculum effectively supports pupils' very positive attitudes. The programme of out-of-school activities for all ages is strong. Clubs, very effectively, promote pupils' positive relationships and encourage healthy lifestyles, an example being the very popular allotment, the produce from which is prepared and cooked by the pupils.

Pupils' welfare and personal, social and health needs are catered for exceptionally well because of the school's strong focus on pastoral care, guidance and support. The school works extremely closely with parents and carers, as well as outside agencies where needed. Parents and carers acknowledge how well the school prepares their children for the next steps in their education. Equally, initiatives such as the 'Rights Respecting Agenda' have been particularly successful in developing pupils' strong personal and social development.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, supported well by governors, staff and key leaders, provides a clear vision for how the school can move forward. There is a positive spirit and a team atmosphere of 'can do' among the staff. The staff have risen well to the challenge of building the leadership team following new appointments and absences, ensuring that outcomes for pupils are not compromised in any way. As part of the school's development planning, leaders at all levels are involved in analysing the school's results and checking teaching to see where it is most effective and where improvements are needed. As a result, the leadership team have a clear understanding of the school's overall strengths and weaknesses. Governors, too, are increasingly involved in checking how well the school is doing and are playing a key role in developing the school's extended services. The work of the school's leaders extends beyond the school as part of their involvement in both the 'Rights Respecting' and 'Building Learning Power' initiatives, effectively sharing their expertise with other local schools. Staff have been particularly effective in promoting community cohesion in school and at local level and

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are currently developing and strengthening links with other schools in the United Kingdom and further afield. Consequently this aspect of the school's work is good.

At the time of the inspection, the school's safeguarding arrangements were found to be good and support the school's sharp focus on pastoral care. The school's promotion of equality and diversity is good because staff are working hard towards ensuring that there is no discrimination between groups so all have good opportunities to flourish individually and achieve well.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with levels of skills and understanding that are generally above those expected for their age. They, quickly, grow in confidence, becoming keen explorers and learners by the time they enter Year 1. Children are making good progress and most start Year 1 with above-average attainment. The curriculum is adapted effectively to engage learners. As a result of the well-planned learning environment, children from both Foundation Stage 1 and Foundation Stage 2 move freely between the two classrooms and outdoors to access their learning. The mixed nature of the groups during such periods is particularly successful in developing children's personal and social skills. Staff ensure that children are provided with a stimulating and safe environment in which to learn and grow. As a result of the increasingly effective use of assessment in their planning, teaching is good. Children learn well from the quality interventions they receive, especially during well-targeted group work. During a numeracy session focused on the concept of more and less, some

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began to use a number line linking the jumps between the numbers to adding or taking away. Meanwhile, another group played games outside, linking the idea of more and less to their everyday activities. Learning and progress were good and children were highly motivated and engaged. However, during child-initiated play, opportunities are sometimes missed to plan activities that will stretch and challenge the children and encourage their learning of new skills and understanding. Staff work well with parents and carers to ensure that there are good levels of communication and the children get off to a good start. The Early Years Foundation Stage leader ensures that all her team use assessment information effectively to promote learning and is able to demonstrate the good gains that children make in all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Most parental/carer questionnaires were positive and most of the written comments expressed considerable satisfaction with the school. They commended the caring attitude of the school, its support for pupils' healthy lifestyles, how much their children enjoy school and their satisfaction with how well their children are prepared for the future. Typical comments included; 'The school is extremely friendly and positive, they treat the children well and try to make learning as fun as possible'; 'Their concern for his wellbeing and education, and that of the other children around him, is outstanding'; 'It caters for more than merely their educational needs, engendering an enthusiasm and level of confidence to enable them to lead full and active lives'; 'Totally happy with this school'.

A very small number of parents and carers reported concerns over how the school deals with disruptive behaviour. Inspection evidence showed that, while there are some isolated incidents of poor behaviour, these are managed very well and have not affected pupils' learning. A few parents and carers recorded concerns about other issues, including how well the school is led. The inspection found no evidence to support these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Scotland Hill 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	68	31	29	0	0	0	0
The school keeps my child safe	79	74	28	26	0	0	0	0
The school informs me about my child's progress	43	40	58	54	6	6	0	0
My child is making enough progress at this school	53	50	49	46	5	5	0	0
The teaching is good at this school	57	53	48	45	2	2	0	0
The school helps me to support my child's learning	47	44	55	51	5	5	0	0
The school helps my child to have a healthy lifestyle	70	65	55	51	5	5	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)	59	55	48	45	0	0	0	0
The school meets my child's particular needs	52	49	49	46	5	5	0	0
The school deals effectively with unacceptable behaviour	32	30	56	52	14	13	0	0
The school takes account of my suggestions and concerns	41	38	56	52	7	7	0	0
The school is led and managed effectively	43	40	46	43	16	15	0	0
Overall, I am happy with my child's experience at this school	64	60	42	39	1	1	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



2 July 2010

Dear Pupils

Inspection of New Scotland Hill Primary School, Sandhurst, GU47 8NQ

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear you like school a great deal and that your teachers plan many interesting things for you to do and become involved with. You get on well with one another and the way you behave around the school is good. You are excellent when it comes to explaining just how to be safe and how you lead a healthy lifestyle. We agree that there are lots of interesting clubs and activities and understand why you enjoy all your learning so much. These are some of the reasons why your attendance is so especially high.

Your school is good. The curriculum planned for you meets your needs and teachers help you to make good progress in your work. The leaders in your school run it well. They know just what needs to be done to make your school better. In order to help you to make even faster progress, we have asked the adults at your school to:

- make sure you know through marking just what to do next to improve your work, especially in mathematics
- make your mathematics lessons even better by making more links between subjects and encouraging you to use your investigative skills
- improve the use of information from assessment, so that your targets and the work you do is more challenging.

You can help us by always using the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector (on behalf of the inspection team)

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