

South Ascot Village Primary School

All Souls Road, Ascot, Berkshire SL5 9EA

Inspection dates	18–19 November 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The strong leadership of the acting headteacher and the acting deputy headteacher have ensured that there is a clear vision that focuses on securing the best outcomes for all pupils. Staff share this and are committed to providing a high-quality education for the pupils in their care.
- The governing body provides effective support and challenge to the school. Governors are committed to ensuring that the school continues to improve.
- Teaching is good and improving. Leaders and teachers plan together effectively, ensuring that pupils' interest is engaged and their skills developed.
- Teachers and leaders regularly check the progress that pupils are making. They ensure that pupils' needs are met.
- Pupils' achievement has improved since the last inspection. All groups of pupils make good progress.
- Provision in the early years is of high quality. Children make good progress and develop personal and social skills which equip them well for the next stage of their education.
- Pupils' personal development, behaviour and welfare are outstanding. Their attitudes to learning are enthusiastic and committed. They show great consideration for each other and establish excellent relationships with adults.
- Pupils feel safe and understand how to keep themselves safe. Safeguarding arrangements are robust.

It is not yet an outstanding school because

- Some pupils do not make as much progress in writing as they do in reading and mathematics.
- The school has focused successfully on improving literacy and numeracy but pupils' experience and progress in other areas of the curriculum is less developed.
- On leaving Reception, children take some time to adjust to the more formal setting in Key Stage 1 and their progress slows.

Full report

What does the school need to do to improve further?

- Improve the management of the transfer of children from the early years to Key Stage 1 by:
 - ensuring that leaders and teachers work together to plan learning so that children continue to make good progress
 - checking on children's progress to ensure that they continue to develop skills from their different starting points.

- Continue to develop pupils' writing skills by:
 - providing a wide range of opportunities for them to write extensively, and correcting errors in spelling, punctuation and grammar carefully so that they avoid repeating errors.

- Build on the good progress that pupils make in literacy and numeracy by extending and enriching their experience in a range of other subjects.

Inspection judgements

Effectiveness of leadership and management is good

- The acting headteacher leads the school with drive and determination. In the short time she has been in post, she has maintained the strong ethos of care and inclusion which has long been a feature of the school. At the same time, she has added a renewed focus on raising attainment and improving teaching and learning.
- The senior leadership team is strong. The skills of the acting deputy headteacher complement those of the acting headteacher and they work efficiently as a team. The acting deputy headteacher shares a class and works effectively with teachers to improve standards of teaching and learning.
- Governors and leaders have a clear understanding of the strengths and weaknesses of the school. Plans for school improvement are clear, focused and are well understood by staff. Plans make clear what the outcomes of actions should be and how their effectiveness will be judged.
- Leaders have high expectations of staff and provide effective support and encouragement. This is particularly the case for newly qualified teachers who have responded enthusiastically to senior staff working with them and are now teaching to high standards. The monitoring system gives good information to leaders on where additional support is needed so that appropriate help and support is provided.
- Teachers' performance is managed very effectively. Teachers have precise targets, linked to the school development plan, and they know how they will be held to account. Professional development is a priority, and teachers and teaching assistants are encouraged to develop their skill and to take on new challenges.
- The leadership of the provision for disabled pupils and those who have special needs is currently undertaken by the acting headteacher. She carries out this role effectively, ensuring that these pupils are well supported and that they make good progress. The school has recently appointed an experienced part-time special needs coordinator to take over responsibility for this area later this term.
- Staff are committed to ensuring the well-being of all pupils. Teaching assistants are well trained and provide some specialist support, for example working with pupils on the autistic spectrum or those who have speech and language difficulties. Teaching assistants work very effectively with teachers, planning activities to ensure that all pupils' needs are met.
- Leaders ensure that pupil premium funding is used effectively to help eligible pupils to improve their progress and to access the full range of opportunities that the school offers. The progress of these pupils has improved because support has been carefully matched to their needs.
- The primary school physical education and sport premium funding is used very effectively. A specialist physical education teacher has developed excellent relationships with pupils and provides them with a wide range of challenging activities. She also works with class teachers to improve their teaching skills. In addition, funding is used to enhance the range of facilities available.
- Subject leaders for mathematics and English are committed and have worked effectively to raise standards. The school implemented the new National Curriculum in mathematics at an early stage and, with thorough training for staff, this has resulted in significant improvement in the achievement of pupils in all year groups. The acting deputy headteacher has led this initiative and its success has been used as a model for other schools in the local cluster.
- The school works well with parents to support pupils' learning and well-being. Parents are complimentary about the care which their children receive and about standards of teaching. This was confirmed by the responses to the online Ofsted questionnaire, Parent View.
- The curriculum is well planned; the school has rightly focused on improving standards of literacy and numeracy. In comparison, teaching in the non-core subjects sometimes lacks the depth and challenge found in literacy and numeracy lessons. Older pupils commented that they would like more time spent on science, art, music and computing.
- Spiritual, social, moral and cultural education is well planned and leaders ensure that these aspects are incorporated in all areas of the curriculum. The school council meets regularly and pupils said that it is effective in raising any areas of concern. The house system is strong and older pupils enjoy the responsibility of being house captains. Pupils enjoy the competitive aspect of the house system, whether it is in sporting activities, house points awarded for achievement or contribution to the life of the school. Assemblies are well conducted and pupils participate enthusiastically. British values are promoted effectively.
- The local authority has worked closely with the school since the previous inspection. They supported the

governors in managing changes in the senior leadership and have given specific support in literacy and numeracy, which has helped in raising standards. The local authority and an external consultant have conducted reviews of the school, which have highlighted strong progress in the last year. The local authority plans to continue to support the school with a lighter touch as they are now confident that leaders have the capacity to secure improvement independently.

- The school plays a strong role in the local cluster of schools, taking a leading initiative in the teaching of mathematics and in moving to an assessment system without levels.
- **The governance of the school**
 - A review of governance following the previous inspection led to substantial changes in the way in which the governing body is organised. There is now a greater focus on accountability and committees focus on key areas.
 - Governors have played a key role in supporting the school's improvement. They have worked with the acting headteacher to raise standards and to foster a culture of high expectations. They hold the school to account well for pupils' performance and their grasp of data has improved.
 - Through a rigorous yet supportive performance management process, governors have supported the acting headteacher in facing challenging but realistic targets, enabling her to be successful in meeting them.
 - Prudent financial management ensures that funds are used effectively. Governors monitor the use of pupil premium and sports funding to ensure that eligible pupils benefit.
- The arrangements for safeguarding are effective. All the required policies and procedures are in place and correctly implemented. Staff are well trained and leaders ensure that pupils know how to keep themselves safe.

Quality of teaching, learning and assessment **is good**

- Teaching is effective in ensuring that pupils make good progress in English and mathematics. Teachers are keen to improve their practice and respond positively to support and advice.
- Relationships between staff and pupils are particularly strong. Pupils respond positively to teachers' questioning and ask questions confidently, putting forward their views and ideas, and working well together in pairs and groups.
- Teaching in Year 1 focuses on helping pupils to settle into the more formal approach in Key Stage 1 as pupils take some time to adjust.
- Teachers use assessment to plan work that stimulates pupils' imaginations and develops their skills. Links between subjects are used well. In one mathematics lesson, pupils were using their mathematics skills in calculating area to simulate territorial gains in the First World War, using a detailed map of Europe. Pupils greatly enjoyed this activity, which simultaneously deepened their knowledge of European history and geography while allowing them to practise their mathematical skills.
- Teachers mark pupils' work conscientiously and, because of a recent initiative, are beginning to focus marking more precisely on helping them to take more responsibility for next steps in their learning.
- The teaching of writing has improved and this is reflected in the rising standards of pupils' work. Most pupils are writing confidently and extensively in their literacy lessons, but opportunities to use their writing skills in other areas of the curriculum are less developed. Teachers encourage pupils to use their imagination creatively in their writing, but spelling, punctuation and grammar errors are not always corrected so that pupils can avoid repeated mistakes.
- Reading is well taught and standards of reading are high by the end of Key Stage 2. The teaching of phonics (letters and the sounds that they make) is good. Results in the national phonics check in 2015 were disappointing, but the high quality of teaching of phonics now evident in the Reception class and Year 1 indicates that results will be higher in the 2016 check.
- Classrooms are inviting and well organised. Displays are attractive and in all classrooms there are charts which record pupils' behaviour, rewarding behaviour which enhances learning. There are also prompts to learning in the form of images of animals, which pupils understand and can explain in terms of the different qualities needed to learn well.

Personal development, behaviour and welfare

is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' behaviour in classrooms and around the school is exemplary. They behave sensibly and considerately to each other and to adults.
- Excellent attitudes to learning have a strongly positive impact on pupils' progress. Pupils participate enthusiastically in lessons, learning well from teachers and other pupils, and through well-developed independent learning skills. They answer and ask questions which deepen their understanding, displaying a keen desire to learn.
- Pupils are highly complimentary about standards of teaching. They say that they enjoy school, and appreciate that their views are listened to and staff are responsive to their concerns. Pupils are proud of their school and are keen to suggest ways in which it could be even better. They say that instances of poor behaviour in lessons are very rare, and are dealt with swiftly and effectively.
- Pupils report that bullying is very rare, and when it occurs it is dealt with promptly and appropriately. They understand about different forms of bullying and know how to keep themselves safe when using the internet.
- Pupils take great pride in their work. They were keen to talk to inspectors about the progress they have made and the help they have received. The presentation of their work is of a high standard and displays in classrooms and around the school are of high quality.
- Pupils attend school regularly and no group of pupils has poor attendance.
- Pupils have a good understanding of community and democratic values. They understand how to keep themselves healthy and enjoy participating in physical education lessons and in after-school activities.
- The small number of pupils who have difficulty in managing their behaviour are well supported, ensuring that they can access the full range of activities and make good progress

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour towards each other reflects the nurturing ethos of the school and the way in which all individuals are valued and respected. Pupils explained the 'traffic light' behaviour system to inspectors and said that they appreciate the ways in which good behaviour are recognised and rewarded.
- School records show that behaviour over time has been typically good. All staff and most parents who completed the Parent View questionnaire agree that behaviour is of a high standard. Parents who spoke to inspectors were particularly complimentary about the care that their children receive. Parents of the youngest children spoke highly of the way in which their children are supported when joining the school.
- Pupils are polite and welcoming to visitors. They work well together in pairs and in groups, listening carefully to teachers and to each other.
- Pupils behave safely, showing care and consideration for others. The extensive and attractive school site is secure. Pupils behave safely at breaks and lunchtimes, using facilities sensibly.

Outcomes for pupils

are good

- Pupils' achievement has improved since the previous inspection. All groups of pupils make good progress from their starting points in English and mathematics.
- The proportion of children who achieve a good level of development when they leave Reception has risen and is now well above the national average. Pupils develop confidence and social skills, and thrive in the informal and caring early years environment. However, it takes them some time to adjust to the more formal setting in Key Stage 1.
- The results in the 2015 Year 1 phonics check were below the national average. There were a number of pupils in the year group with specific needs and some were at the early stages of learning English. The high quality of phonics teaching seen during this inspection, together with pupils' good progress in reading, mean that phonics standards are now good.
- Attainment at the end of Key Stage 1 in 2015 was strong in writing but weaker in reading and mathematics. Assessment information for this year shows that progress in these areas has improved significantly, especially in mathematics where nearly all pupils in Year 2 are making expected progress and a third are making above expected progress.
- In Key Stage 2, pupils' achievement in 2015 was above the national averages in reading, mathematics and English grammar, punctuation and spelling, but slightly below average in writing. Current assessments show strong progress with the vast majority of pupils making expected progress in all areas

and almost a third making above expected progress in reading, writing and mathematics.

- Pupils' progress in writing has lagged behind their achievements in mathematics and reading. The school's leaders are aware of this and have introduced a scheme whereby pupils complete extended pieces of writing which they then edit and correct with guidance from teachers. This work is improving writing standards.
- The gap between the attainment of disadvantaged pupils and others, both in the school and nationally, has closed significantly because of the good quality of support that they receive. Disabled pupils and those who have special educational needs make good progress because their progress is checked carefully and appropriate support is given, ensuring that their needs are met.
- The more-able pupils make good progress in most lessons. Sometimes teachers do not plan for them to begin work from their starting point and, consequently, they are given tasks that are too easy for them.
- Pupils who fall behind others are identified quickly and leaders take effective action to ensure that they catch up.

Early years provision

is good

- The majority of children join the Reception class with skills similar to those expected for their age. Because of good teaching, they make good progress and the proportion achieving a good level of development by the end of the Reception Year exceeds the national average.
- Children's learning in the early years is exciting and stimulating. During the inspection, children were fascinated by the session led by a police officer. Some of the children wore suitably sized police uniforms and they asked questions confidently, learning valuable lessons about keeping themselves safe.
- Teaching is always good or better. Adults are well trained and have high expectations based on very good knowledge of children and their individual needs.
- The leadership in the early years inspires children and staff. The early years leader has outstanding vision and she is well aware of the strengths and weaknesses of the provision. Assessment is thorough and accurate, but the early years leader currently relies on the acting headteacher to help her analyse performance data.
- Children behave well. They make good progress in developing social skills and work together harmoniously, developing good relationships with adults.
- Adults work together to provide a safe and secure environment where children feel secure and have confidence that adults will give them good support when they need help.
- Although the enthusiasm for learning and good social skills developed in the Reception Year help them as they move on, children's progress when they move to Year 1 slows because it takes them some time to adapt to the more formal learning style.

School details

Unique reference number	109843
Local authority	Windsor and Maidenhead
Inspection number	10002290

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Christian Leigh
Acting headteacher	Kate Rimell
Telephone number	01344 622118
Website	http://www.southascotvillageschool.org.uk
Email address	main@southascotvillageschool.org.uk
Date of previous inspection	23–24 October 2013

Information about this school

- South Ascot Village Primary is an average-sized primary school.
- Following the retirement of the previous headteacher in the summer term of 2015, an acting head and deputy were appointed. Governors are seeking to make a permanent appointment in the spring term of 2016.
- 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 and pupils known to be eligible for free school meals
- The proportion of disabled pupils and those with special educational needs is below 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, run by the governors, as part of the purpose-built early years building.
- Pupil mobility is higher than the national average.
- In 2015, the school met the government's current floor standards, which are the minimum standards for attainment and progress at the end of Key Stage 2.

Information about this inspection

- Inspectors observed 12 lessons or parts of lessons, two of which were conducted jointly with senior leaders.
- Meetings were held with governors, a local authority representative, a consultant who works with the school, school leaders, staff and pupils.
- Inspectors spoke to a number of parents before school and took into account 48 responses to Ofsted's online questionnaire (Parent View).
- A range of information was scrutinised, including governors' minutes, records of teaching observations, school achievement and attendance information, and information on behaviour and safeguarding.

Inspection team

John Worgan, lead inspector

Ofsted Inspector

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