

Inspection of a good school: New Scotland Hill Primary School

Grampian Road, Sandhurst, Berkshire GU47 8NQ

Inspection dates:

21 and 22 March 2023

Outcome

New Scotland Hill Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and confident at this caring village school. From Nursery to Year 6, pupils benefit from the tangible sense of community that is shared by all. Pupils consistently try to be role models for each other. Staff and pupils make sure that everyone is included in playground games and in the wider activities on offer at the school. Pupils feel safe and speak proudly about how bullying is 'not a choice that people make' at their school. They know that if any 'falling out' or unkindness did happen, there are clear systems in place and trusted adults there to sort things out. Behaviour is often exemplary, with few examples of low-level disruption in lessons.

Learning in the outdoors is at the heart of the school. During lunchtime and breaktimes, the playground is a calm, positive space where pupils and staff make full use of the extensive school grounds and the equipment available to them. Pupils enjoy a very wide range of clubs and activities, which help to develop their talents and interests. For example, boccia, football, drama, art and gardening clubs are all well attended. Pupils love responsibilities such as being 'buddies', mentors and ambassadors. They consistently contribute to each other's well-being and the overall positive, welcoming atmosphere of the school.

What does the school do well and what does it need to do better?

Leaders are ambitious for all pupils. They have created an exciting curriculum that aims to connect ideas together and bring the outdoors into learning wherever possible. As shown in history and mathematics, staff have strong subject knowledge and benefit from working together and constantly striving to make teaching and learning as effective as it can be. From the beginning of school, in Nursery, children are excited to learn new vocabulary and share their ideas with confidence. Staff in Reception establish clear routines and have high expectations. They continue to emphasise key vocabulary and

bring learning to life through a range of well-constructed activities and lessons. High expectations continue in key stage 1 and through to the end of Year 6, ensuring that all pupils achieve well. Staff plan trips and school visits thoughtfully, to help lessons and learning be memorable for all pupils. For example, pupils enjoyed learning about the first-hand experiences of a mountaineer who visited the school and spoke to pupils as part of their 'Everest' topic. Pupils loved talking about crime and punishment through the ages and their experience of acting out historical scenes.

Leaders have developed an expert approach to teaching phonics and early reading. They have successfully put a new phonics scheme in place and ensure that all staff deliver this well. Staff make sure that pupils read books that are carefully matched to the sounds that they have learned. Staff check how well pupils read and quickly put extra support in place if pupils fall behind. This helps pupils, including pupils with special educational needs and/or disabilities (SEND), to catch up well. Staff create a range of opportunities to promote a love of books and reading throughout the school. Pupils enjoy celebrating events such as World Book Day, where they create art dioramas. Pupils respond well to the range of stories that are central to the curriculum, whether these are award-winning newly published books or classic texts that seek to build vocabulary and help pupils to stretch their imaginations. In the wider curriculum, some subjects are still being developed. This means that some pupils do not learn as well as they could across all subject areas. Leaders know this and have clear plans in place to ensure that all subjects are equally strong.

Leaders teach pupils how to make a positive difference. Pupils learn about democracy and take part in elections, presentations and interviews for roles such as house captain or 'information technology ambassador'. Leaders help pupils to understand and celebrate diversity in the wider school community. Whole-school celebration projects, such as the 'umbrella project', 'ribbons project' and 'One Kind Word', are developed from the ideas of individual pupils and are reflected in the views of pupils. Pupils take a proactive approach to tackling issues such as racism and make sure that all pupils feel included.

Staff are proud to work at the school. Leaders, including governors, know the strengths of the school well and take a mindful approach to managing workload and well-being, which is appreciated by all staff. Parents and pupils are overwhelmingly positive about the school. The comment of one parent reflected the views of many, saying: 'Everyone in the school is encouraged to look out for each other. The older children mentor the younger ones. The school helps each child get their chance to shine.' Another commented, 'Staff are hardworking and caring; they bring a positive and enthusiastic attitude to each day.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders adopt a tenacious approach to developing and maintaining a culture of safeguarding at the school. They ensure that all staff, volunteers and governors complete the necessary training and check that staff are clear about their roles in keeping children safe. Staff know what to do if they have any concerns. Leaders respond to any concerns

quickly and involve the appropriate people, including external agencies, when needed. Governors ensure that the necessary recruitment checks are in place. Pupils know how to keep themselves safe and are clear about what they would do if they had any worries, including worries about their safety online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have recently made changes to the curriculum that are still in the process of being implemented. This means that some pupils do not yet learn as well as they could. Leaders should continue to refine and implement the wider curriculum, ensuring that staff can identify where all pupils are achieving well and where they need further support.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	109883
Local authority	Bracknell Forest
Inspection number	10268891
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair of governing body	Mr Darren Paul Abbott
Headteacher	Mr Simon Cotterill
Website	www.newscotlandhill.co.uk
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- New senior leaders have joined the school since the last inspection. This includes the headteacher, who joined in September 2019.
- The school includes an on-site nursery provision for pre-school children.
- The school has a before- and after-school provision for pupils. This is led and managed by an external provider.
- The school currently does not use any alternative providers.

Information about this inspection

- This was the first inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector met with the school leaders, different subject leaders and a range of staff and pupils.

- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, he discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with representatives from the governing body, including the chair of governors. He also met with a representative of the local authority.
- The school's safeguarding arrangements were reviewed. This included safer recruitment checks and record-keeping, as well as speaking to pupils and staff.
- The inspector also reviewed a range of documents, including the school's self-evaluation and school development plan and information about the school's curriculum.
- The inspector took into account responses from Ofsted's online survey, Ofsted Parent View, including free-text comments. In addition, responses to Ofsted's staff survey were considered, as were responses to Ofsted's pupil survey. The inspector also considered the views of pupils by speaking to them throughout the inspection.

Inspection team

Carl McCarthy, lead inspector

His Majesty's Inspector

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