

Inspection of a school judged good for overall effectiveness before September 2024: South Ascot Village Primary School

All Souls Road, Ascot, Berkshire SL5 9EA

Inspection dates:

28 and 29 January 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are happy and enjoy each school day. They relish the wider opportunities, including the different trips available to them that enrich their learning. For example, older pupils appreciated the visit to McLaren, where they could apply their mathematics and science knowledge. Pupils also like how the school's rewards and house system connects to the trees in the extensive school grounds. They value the assemblies that celebrate their achievements and love sharing the 'Star of the Week' from each class.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). The school has reviewed the curriculum and ensured that all pupils learn across a broad range of subjects. However, the support to help pupils to become confident and fluent readers is not consistent. In the wider curriculum, some pupils also have gaps in their knowledge and skills. Teachers are not always making appropriate checks on what pupils know well enough to inform what comes next. Consequently, pupils do not always have the reading skills and secure knowledge they need, across the curriculum, to achieve as well as they could.

Pupils behave well. They are polite and respectful. They show positive attitudes to their learning, to each other and to adults. Pupils understand the school rules and know that adults are there to help them. As a result, they feel safe and supported.

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

The school provides a curriculum that builds pupils' knowledge from early years to Year 6. Pupils can explain what task they are doing in each lesson. However, they do not always remember what they have learned previously or how their learning connects over time.

For example, older pupils can describe the activities they have completed but not always how their learning builds on what they have learned before. The school also does not consistently check if pupils are retaining and recalling prior learning effectively. This means pupils have gaps in their understanding and are unable to confidently explore new learning.

Teachers are enthusiastic about the subjects they teach. Pupils are curious and engaged. For example, in a geography lesson, younger pupils eagerly identified physical and human features of the world. Teachers encourage pupils to persevere and explore new ideas. This can be seen in early years, where children stay focused and experiment with different materials as they build a raft for their toy animals.

Developing an enjoyment in reading is a high priority for the school. However, there are inconsistencies in how well pupils are supported to develop their reading skills across each key stage. Some of the chosen texts and lesson activities do not always help pupils secure the intended skills. As a result, older pupils are not developing the detailed reading knowledge they need to achieve well.

Pupils start learning to read in early years. The school has provided training to staff to teach pupils the different letters and sounds needed for pupils to become confident readers. However, in some sessions, the teaching is not always precise. In addition, there are not always checks on pupils' progress. Some pupils fall behind and do not receive the support to help them catch up quickly. These gaps in pupils' phonics knowledge mean they do not learn to read as well as they should.

Leaders are ambitious for all pupils, including pupils with SEND. Staff carefully identify pupils' needs and provide support so these pupils can learn. Pupils in the school's specially resourced provision for pupils with SEND (specially resourced provision), The Canopy, succeed due to high levels of personalised support and a well-structured curriculum. They are encouraged to take part in all aspects of school life, including being part of the school council.

Too many pupils do not attend school regularly. The school has only recently begun to analyse pupils' attendance. Leaders are currently implementing a new strategy to track the attendance for each pupil and provide support and guidance to improve attendance. However, this has not been in place long enough, and more work is needed to support regular attendance.

Pupils take part in a range of clubs and activities, such as football, choir and rock band. They take pride in all the leadership opportunities they have, including being a house captain, playground buddy and on the school council. Pupils relish the school sessions in the outdoor wooded area. Here, they learn about their environment as well as developing skills linked to their 'learning powers,' such as confidence and self-esteem.

Pupils understand that everyone is different. They can explain the importance of historical figures, such as Martin Luther King, that they learn about through their assemblies. This

helps them appreciate and respect their classmates and staff. They are also proud of how The Canopy helps pupils in their school who need additional support.

There have been significant changes within the governing body. At times, governors have not had a clear enough oversight over the quality of education. Action has recently been taken. Governors are now working with leaders to identify strengths and weaknesses in helping the school community achieve its shared vision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- The school's reading curriculum does not help all pupils sufficiently build their reading knowledge and skills. This means some pupils are not able to read and learn well across the curriculum. The school should ensure all pupils secure the necessary skills to be well prepared for the next stage of their education.
- Phonics is not taught consistently or precisely and assessment is not regular enough to identify individual pupils' phonics knowledge. Consequently, pupils are not learning to read as well as they should. The school should ensure that improvements are made to the teaching of phonics so pupils become confident and fluent readers.
- Checks on pupils' learning in the wider curriculum are not fully developed. As a result, pupils do not remember what they have previously learned, making it difficult for them to build knowledge over time. The school should ensure that assessment is used to inform future learning opportunities so pupils learn and remember more over time.
- Some pupils are persistently absent. As a result, these pupils miss out on important learning. The school should continue to develop and embed its approaches to securing high attendance to ensure pupils attend regularly.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection

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 for overall effectiveness in July 2019.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109843
Local authority	Windsor and Maidenhead
Inspection number	10341240
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair of governing body	Eider Goicoechea
Headteacher	Kate Rimell
Website	www.southascotvillageschool.org.uk
Date of previous inspection	11 July 2019, under section 8 of the Education Act 2005

Information about this school

- This school has a specially resourced provision called 'The Canopy'. It supports the learning of 12 pupils with autism. All pupils who attend have an education, health and care plan.
- This school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector met with the executive headteacher, deputy headteacher, middle leaders as well as a range of teaching and support staff.

- The inspector met with representatives from the governing body and representatives from the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. They held discussions about the curriculum and spoke to staff. The inspector heard pupils read to a familiar adult.
- The inspector observed pupils' behaviour in lessons, around the school and at lunchtime. The inspector spoke with pupils about their views of the school and their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record of recruitment checks; met with the designated safeguarding lead; took account of the views of staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to Ofsted's online questionnaire for staff and pupils. They also spoke to parents and took into account the views of parents and carers using Ofsted's online survey for parents and carers, Ofsted Parent View, including comments received via the free-text facility.

Inspection team

Charlotte Wilson, lead inspector

Ofsted Inspector

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