

Crown Wood Primary School

Inspection report

Unique Reference Number	109928
Local Authority	Bracknell Forest
Inspection number	356654
Inspection dates	2–3 March 2011
Reporting inspector	Chris Nye HMI

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	317
Appropriate authority	The governing body
Chair	John Throssell
Headteacher	Antoinette Butler-Wills/Sue Wilcox
Date of previous school inspection	14 January 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. All teachers were seen teaching and a total of 21 lessons were observed. Inspectors held meetings with pupils, senior staff, governors, representatives of the local authority and, informally, with some parents. They observed the schools work and looked at a wide range of documentation including monitoring records, pupils work, curriculum documentation, assessment data and strategic planning. 115 parents/carers returned the parental questionnaire and these were also scrutinised.

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

How well teaching is using assessment information to ensure that the needs of all pupils are being met and that pupils achievement is improving.

How well the curriculum is meeting the needs and interests of the pupils and supporting the quality of the teaching.

How secure and sustainable are recent changes in leadership and management and whether these are effectively driving improvement.

How effectively the school has developed its provision in the Early Years Foundation Stage.

Information about the school

Crown Wood is a larger than average primary school. It makes provision for the Early Years Foundation Stage in its two Reception classes and a nursery, which children attend on a part-time basis for morning and afternoon sessions. Most pupils are of White British heritage and the remainder are from a wide range of backgrounds. Very few speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is broadly average. The school is in the middle of a planned re-development to up-grade the buildings.

In January 2010 the school was given a notice to improve and a monitoring visit in September 2010 found that they had, at that point, made inadequate progress in addressing the issues identified in the inspection. Since the start of October the school has been lead and managed by an executive headteacher. The executive headteacher has led and managed the school since October during a period of absence of the substantive headteacher.

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?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

It is of great credit to all those who work in Crown Wood School that, under the excellent leadership of the executive headteacher, significant improvements have been made in a comparatively short time to address the weaknesses identified in the last inspection and subsequent monitoring inspection. Since then, staff have demonstrated a determination to improve and this is beginning to bear fruit; as one parent commented, There seems to be a better atmosphere now. The school rightly recognises that more needs to be done, but a very positive and secure start has been made in addressing long term issues which had resulted in underachievement in the past. The school is currently providing a satisfactory standard of education for its pupils and has a satisfactory capacity to sustain these improvements in the future.

Provision is good in the Early Years Foundation Stage and children make good progress so that most have achieved expected levels by the time they enter Key Stage 1. During Key Stage 1 they make satisfactory progress and achieve the expected levels in reading, writing and mathematics. In Key Stage 2 there has been a history of significant underachievement in English and mathematics and attainment in recent years has been well below that expected for their age. However, recent extensive staff training and support and a strong focus on raising standards have resulted in a significant improvement in attainment and progress in mathematics, especially in upper years of Key Stage 2. Improvement is slower in reading and writing and strategies to address this have recently been introduced. Although rates of pupils progress still vary across the key stage, there is clear evidence in pupils current work that standards are rising.

The quality of teaching is satisfactory overall, with some strengths. The better lessons are well planned and effectively use assessment information to ensure that activities meet the needs of pupils. However, this is not yet consistent throughout the school and some higher-attaining pupils are not always challenged sufficiently. Pupils are aware of their targets and what they need to do to achieve them. Marking is consistently detailed and helpful, although the next steps guidance indicated in pupils work are not always reviewed, so progress is not always clearly recognised by the pupils. The curriculum provides a satisfactory coverage of the National Curriculum and is broad and balanced.

The quality of pastoral care, guidance and support is good. Pupils say that they feel safe and happy and enjoy school. Relationships between pupils and adults are good. Pupils treat each other with respect and respond well to adult guidance about their behaviour, which is satisfactory overall.

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The leadership and management have gone through a period of upheaval and plans to provide secure and long-term stability to the school are at an advanced stage, although these are not yet fully embedded so as to ensure that the recent drive for improvement is maintained. The school acknowledges that it needs to implement these quickly to consolidate its drive for improvement. Nevertheless, strategic planning is well-conceived; middle leaders have been well-trained and are beginning to have a more positive impact on the schools improvement, and the school has an accurate picture of its effectiveness. The local authority has provided good support to the school during a difficult period and there is now a united approach by all school leaders and governors towards addressing the schools weaknesses.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils progress and raise their attainment in reading and writing, especially in Key Stage 2 by:
 - developing the recently introduced strategies more strongly and consistently throughout the Key Stage
 - Improve the quality of teaching and learning by:
 - Ensuring that the schools best practice in matching challenging work to the needs of pupils, especially the higher-attaining pupils, is consistently a feature of all lessons
 - Ensuring that marking regularly reviews and recognises the progress that pupils make in their next steps
 - Ensure that plans for the leadership and management of the school are fully embedded so that the drive for improvement is maintained.

Outcomes for individuals and groups of pupils

3

Pupils demonstrate good attitudes to learning across the school and this has helped improve their standards and achievement. For example, in a lesson on plotting co-ordinates, effective questioning and challenging tasks ensured that the pace of the lesson was good because pupils were interested in the subject and keen to do well. In Key Stage 1 pupils achieve expected levels in reading, writing and mathematics, but in previous years too few have exceeded this. In the current Year 2 more pupils are securely on track to achieve the higher levels, especially in reading and writing. In Key Stage 2, although attainment has been significantly below that expected at the end of Year 6, a clear focus on raising standards is beginning to have a strong impact on outcomes for pupils. This is particularly evident in mathematics in the year groups towards the end of key Stage 2, where attainment has increased significantly since September 2010. In reading and writing, recently introduced strategies to improve achievement, particularly that of the boys, is starting to bear fruit, although attainment is still low, especially in lower Key Stage 2. The school is effectively monitoring the progress of various groups. Pupils with special educational needs and/or disabilities make satisfactory progress as a result of effective intervention and support strategies. The school has rightly identified that in reading and

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writing more boys underachieve than girls, and have introduced a number of initiatives and a new guided reading scheme to help narrow this gap. Although at an early stage, such strategies are beginning to have a positive impact.

Attendance is average and most pupils say that they enjoy their lessons. Most pupils say that they feel safe and well cared for. They are confident in talking to adults when they have a problem and they have a good understanding of how to keep themselves fit and healthy. Their contribution to the school and wider community is satisfactory and pupils enjoy their responsibilities such as acting as peer mediators or serving on the school council. However, the school recognises that this is an area that can be developed further. Pupils behave well around the school, although low level disruption can occur in less effective lessons where the pace of learning is slower. Although pupils attainment in English and mathematics is low, they demonstrate good speaking and listening skills, collaborate well in teams and use information and communication technology (ICT) competently. As a result they are developing satisfactory work place skills that will contribute to their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

Teaching is becoming much better informed by the use of extensive assessment data, and at its best, good use is being made of this to plan activities which accurately meet the needs of pupils. For example, in a Year 2 mathematics lesson the scale of a pictogram that

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the pupils were constructing was adjusted to match the varying abilities of the pupils. However, although much improved, inconsistencies in teaching remain across the school and often more-able pupils are not sufficiently challenged. Most lessons motivate pupils well and relationships between adults and pupils are very good. In the better lessons, teachers incisive questioning is used to assess pupils understanding and the teaching is adjusted accordingly. Teaching assistants support learning well and teachers throughout the school demonstrate a flexibility and willingness to develop and improve their practice. Teachers are conscientious in marking pupils work and commentary is detailed and helpful. Marking identifies the next steps for improvement, but insufficient time is given for pupils to respond and often their growing understanding of these key points is not routinely reviewed so that pupils are aware of when they have made progress.

The curriculum is broad and balanced and contributes well to pupils personal development. An increasing emphasis on enrichment activities, such as in celebrating World Book Day, underpins clear plans which are designed well to develop basic skills. Teachers are beginning to make useful links across subjects, such as through the use of ICT and a range of writing in history topics, but the school recognises that more should be made of cross-curricular links.

The school provides good pastoral care, guidance and support to its pupils. One commented that adults are always friendly and fair. Staff have worked hard to ensure that the school provides a bright, interesting and welcoming learning environment where pupils feel happy and valued. Pupils whose circumstances may make them vulnerable are very well supported and the work of the Family Support Adviser is highly valued by school, pupils, parents and carers.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The executive headteacher, well supported by the deputy headteacher, has made a rapid and very positive impact on the school. Their ambition and drive are starting to result in significant improvement, even though more needs to be done before these qualities are completely embedded across all levels of leadership. They evaluate the schools strengths and weaknesses accurately and staff respond well to their high expectations. Uncertainties over the future roles of senior staff are on the point of being resolved, and the local authority and governors fully appreciate that this is a matter of urgency. Middle managers have recently benefitted from high quality training, the impact of which is starting to show in improved monitoring records that are helping to raise standards in teaching. Governors are informed about the schools strengths and weaknesses and are more effectively

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holding the school to account. They do, however, recognise that a number of policies are in need of review and up-dating.

The school engages well with parents although this is better developed in the Early Years Foundation Stage and Key Stage 1 than higher up the school. The Family Support Adviser has been particularly successful in encouraging and supporting parents and carers who are reluctant to engage with the school. There are particularly strong links with external agencies and the school works very well with the local authority, especially with regard to strategic planning. Procedures to protect and keep pupils safe are fully in place and rigorously applied. The school is particularly strong in auditing and planning how to improve community cohesion. For example, it is proactive in developing a range of support for the local community, such as for families who speak English as an additional language.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Early Years Foundation Stage

Children join the school with skills that are below those expected for their age, especially in communication, language and literacy and personal, social and emotional skills. Because the provision is good, children make good progress so that by the end of the reception year they are working at expected levels. The nursery and reception classes are well run and equipped and children are actively helped to gain in confidence and self-esteem because staff look after them so well. Both parents and carers and children are given sensitive and helpful guidance and adults plan an interesting range of activities which motivate and excite the children. Observation and assessment systems are well established and these help to ensure that the learning needs of the children are recognised and met. The Early Years Foundation Stage leader uses the data effectively to gain a very clear picture of what needs to be done to improve the provision further. The

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welfare of the children is promoted well and adults work as a cohesive team to ensure that the childrens best interests are consistently met to a high standard.

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 of the parents and carers who responded to the questionnaire were positive about the work of the school. Almost all say that their children enjoy school and that it helps keep them safe and healthy. A significant minority expressed concerns about behaviour and school leadership. Inspectors recognised that sometimes weaker lessons are disrupted by low level disruption. Inspectors understand the uncertainty that parents and carers have as a result of recent changes in leadership, but feel that the school is on the point of resolving this and that leadership is therefore secure.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crown Wood 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 115 completed questionnaires by the end of the on-site inspection. In total, there are 317 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	54	44	38	8	7	0	0
The school keeps my child safe	56	49	56	49	1	1	0	0
My school informs me about my child's progress	32	28	64	56	13	11	2	2
My child is making enough progress at this school	43	37	53	46	12	10	4	3
The teaching is good at this school	42	37	56	49	12	10	2	2
The school helps me to support my child's learning	38	33	59	51	14	12	0	0
The school helps my child to have a healthy lifestyle	27	23	80	70	6	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)	22	19	62	54	10	9	5	4
The school meets my child's particular needs	36	31	67	58	7	6	1	1
The school deals effectively with unacceptable behaviour	26	23	60	52	17	15	5	4
The school takes account of my suggestions and concerns	22	19	70	61	14	12	2	2
The school is led and managed effectively	23	20	64	56	17	15	8	7
Overall, I am happy with my child's experience at this school	39	34	60	52	11	10	4	3

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



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4 March 2011

Dear Pupils

Inspection of Crown Wood Primary School, Bracknell RG120PE

Thank you so much for making my colleagues and me so welcome when we visited your school this week. You were very friendly and helpful! We thought that you would like to know what we found out.

Your school has gone through a difficult time recently, and in Key Stage 2 you were not making fast enough progress in English and mathematics. Standards are still too low, especially in English, but recently things have begun to improve and, although there is still a lot to do, we feel that your school is now providing a satisfactory standard of education for you all. The things that we think are really good about your school are:

The good start that children have in the nursery and reception classes

The good way that the school cares for you all so that you feel safe and know how to keep yourselves fit and healthy

The way that the school has developed links with the community

The way in which your progress, especially in mathematics, is improving

The really good start that the new executive headteacher, supported by other school leaders, has made in addressing the schools weaknesses.

In order to help your school continue to improve, we have asked leaders to:

Speed up your progress and improve your attainment in reading and writing, especially in Key Stage 2

Make sure that teaching in all classes is as good as the best by ensuring that those of you who find work easy are challenged more, and that when you understand your next steps teachers let you know that you have achieved them and made progress.

Make sure that plans for the future leadership of the school result in even greater improvements.

You can help by always being in school on time, always behaving well in class and always trying your best. I wish you the very best in the future.

Yours sincerely

Chris Nye

Her Majestys Inspector

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