

Crown Wood Primary School

Opladen Way, Crown Wood, Bracknell, RG12 0PE

Inspection dates 5–6 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Teaching is not yet consistently good in all year groups. Work is not always set at the right level of difficulty for pupils, particularly in mathematics, and this slows their progress. The marking policy to give pupils clear advice about how to improve their work is not applied consistently across all subjects.
- Subject leaders check pupils' work methodically. In the past, they have not made sure that any underperformance in teaching quality is tackled quickly enough to drive rapid improvements.
- Pupils do not achieve well enough in Key Stage 2 over time. Last year, standards dipped below national figures for Year 6 in reading, writing and mathematics.
- The progress of pupils currently on roll has improved considerably in reading and writing, but their progress in mathematics in both Key Stage 1 and 2 is not fast enough.
- The progress of the most able pupils requires improvement. These pupils do not make rapid enough progress to reach the highest levels by the end of Key Stage 2.

The school has the following strengths:

- Children get off to a good start in the early years because they reach good levels of development by the end of the Reception year. Provision in the early years is good.
- The provision for pupils' spiritual, moral, social and cultural development is strong. The work of the active school council also helps to prepare pupils well for life in modern democratic Britain.
- Leaders, including some who are very new to their roles, and governors recognise that the pace of improvement was not fast enough in the past. They are now setting more ambitious targets for pupils and staff and have rapidly secured better teaching of, and achievement in, literacy for the pupils now on roll. As a result of good leadership teaching and achievement are now improving quickly.
- Pupils are very pleased with their school and behave well in class and around the school.
- The school's work to keep pupils safe is good. Pupils feel very well looked after and parents are very confident that their children are safe in the school.

Information about this inspection

- The inspectors observed 27 lessons or parts of lessons taught by 20 teachers. One session was observed jointly with the headteacher, who also joined an inspector in a series of visits to lessons to check writing in Key Stage 2. Both deputy headteachers joined inspectors in checking pupils' workbooks. A curriculum leader accompanied an inspector on a tour of the school to view provision for spiritual, moral, social and cultural development.
- Inspectors also observed pupils' activities during break and lunchtimes and at an assembly.
- Meetings were held with groups of pupils, representatives of the governing body, and school and subject leaders. Discussions took place between an inspector and a representative of the local authority.
- The inspectors took account of the 87 responses to the online questionnaire (Parent View), as well as informal discussions with parents. The views of staff were taken into account through meetings, as were the 60 responses to the staff survey.
- Inspectors listened to pupils read and discussed their choices of reading books.
- The school's own attainment records for the previous and current academic years were considered, in addition to published information on pupils' achievement.
- Records relating to pupils' safety and welfare, including security checks on staff, were scrutinised. Behaviour logs and attendance records were examined.

Inspection team

Patricia MacLachlan, Lead inspector	Additional inspector
Barbara Carr	Additional inspector
Danvir Visvanathan	Additional inspector

Full report

Information about this school

- Crown Wood Primary School is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is in line with the national average and rising as the school expands.
- The proportion of pupils who receive support through the pupil premium (extra money provided by the government for pupils who are known to be eligible for free school meals and children who are looked after) is in line with the national average.
- The majority of pupils in the school are of White British or Other White heritage. The proportion of pupils who speak English as an additional language is below the national average and very few are at an early stage of speaking English.
- The school met the government's floor standards, which are the minimum expectations of attainment and progress in reading, writing and mathematics.
- Early years provision consists of a Nursery for two part-time sessions of 39 children in each and three Reception classes which children attend full time.
- Since the previous inspection two new deputy headteachers were appointed in January 2015. The coordinator for early years is also new to the role this academic year. The school moved into new premises this academic year.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good and more is outstanding by:
 - making sure that all teachers' marking helps pupils know precisely how to improve their writing in subjects other than English and that pupil's writing improves as a result
 - ensuring marking in mathematics helps students improve their mathematical thinking and problem solving skills
 - setting work that is of the right level of difficulty for pupils, particularly in mathematics, to help all groups of pupils, including the most able, to make rapid progress
 - making sure that leaders of subjects follow up rapidly with support for teachers if there is need for improvement.
- Improve achievement by:
 - making sure that pupils' problem-solving skills in mathematics are developed by providing more opportunities for investigating and solving challenging tasks
 - increasing the proportion of pupils who attain the highest levels at the end of each key stage and making sure that the most able pupils make rapid progress in all year groups.

Inspection judgements

The leadership and management are good

- Leadership and management are good because the headteacher has galvanized the newly appointed leadership team to secure improvements in teaching in a relatively short time. The quality of pupils' writing and reading in Key Stage 2 has also improved. The overwhelming majority of parents who responded to the online Parent View would recommend the school to other parents.
- Leaders have secured improvements in pupils' behaviour quickly, particularly among groups who had found it difficult to behave well in the past. They established extra classes, effectively run by patient and well-trained staff to whom these pupils have responded positively. Good relations are fostered strongly.
- The headteacher and senior leaders make regular observations of pupils' learning and examine their work. This enables them to identify quickly where improvements are needed and to provide focused support to improve the quality of teaching.
- Since the previous inspection, the clear-sighted headteacher has motivated staff at all levels and raised expectations of what pupils' can achieve. Equality of opportunity is not promoted consistently effectively because leaders have not made sure that all pupils achieve as well as they should. All pupils have an equal chance to attend clubs and activities that engage pupils from many different groups.
- Leaders have introduced a new and detailed scheme for pupils to respond to teachers' marking. Where this has been effective, in improving standards in writing books for example, it has raised pupils' understanding of how to improve their own performance. However, leaders recognise that marking is not as consistently helpful in mathematics and other subjects, and have made this a priority for staff training and middle leaders' monitoring routines.
- Middle leadership is improving rapidly. Newly appointed leaders for special educational needs and early years have already had a positive impact upon improved progress among pupils in their areas of responsibility. Leaders of subjects have been in post since before the headteacher joined the school. As a result of changes to their roles, they now check the quality of teaching and drive improvements to teaching and pupils' progress in their respective subjects.
- The headteacher has been resolute in developing strong systems that make sure that only those teachers who meet the ambitious targets that are set for them move up the salary scale. The headteacher is tenacious about engaging in difficult conversations about performance when these are necessary to secure improved teaching.
- The school promotes pupils' spiritual, moral, social and cultural development well and tackles discrimination effectively. Pupils develop spiritual understanding through their assembly programme that includes reflection, for example, upon the values of the patron saints of the different parts of the United Kingdom. As well as a broadly Christian curriculum, other major faiths are explored and this helps to foster respect for different religions. In addition to visits to different places of worship, parents from different traditions come in to school to explain their faiths to pupils. Differences between right and wrong are discussed in lessons and each class has drawn up its own charter to support good choices and actions.
- Pupils are prepared well for life in modern Britain through, for example, their elected council's involvement in staff appointments, reporting regularly to pupils and through discussion on school improvements with the governing body. Local councillors have also met the student council to develop their understanding of democratic values.
- Social development is promoted through house responsibilities, a wide range of clubs and memorable residential visits. Cultural horizons are widened with authors' visits to the school as well as trips to museums, theatres and art galleries. Pupils' self-confidence is enhanced by joining borough-wide choral performances and participation in their year groups' contribution to the school-wide 'Crown Wood Has Talent' production.
- The government's sports funding has been used effectively. A specialist coach has helped class teachers to improve their skills in teaching gymnastics and other sports. Pupils of all ages now experience better-quality physical education. This has had a positive impact on their enthusiasm for competing in sports competitions. New and inclusive activities have been arranged for pupils including those with disabilities and special needs. Boccia, a ball game popularised at the 2012 London Paralympics, is played to competitive standards by the school's team, raising their self-esteem. The school's position in borough cross-country competitions has also improved considerably reflecting the good use of the funding.
- The pupil premium grant to improve the attainment of disadvantaged pupils is used effectively to reduce the gaps between their attainment and that of their peers. In the younger age groups in Key Stage 1 and lower Key Stage 2, the gaps in attainment have narrowed considerably and in some classes the disadvantaged pupils are performing better than their classmates.

- Safeguarding systems meet current requirements and policies are applied consistently, so that pupils are well cared for and safe. .
- The local authority has provided support by making regular visits to check pupils' progress, joining leaders in lesson observations and verifying leaders' judgements. It is also organising a review of governance and providing a training programme for governors.
- Leaders work with other schools in the area to check teachers' assessment, moderate pupils' work and share in professional development.

The governance of the school:

- Members of the governing body have re-organised themselves into streamlined and more effective committees. They have commissioned an external review and know the standards of achievement and teaching in the school. This is because local authority training has helped them to ask more challenging questions about pupils' performance than in the past. Governors supplement this with organised visits to check that reported improvements are taking place.
- Governors have an accurate understanding of how pupils perform compared with national standards. They use the published information to compare pupils' performance with other schools'.
- Governors are sharply aware of the link between teachers' pay increases and pupils' progress. They are informed by the headteacher of what support has been provided to improve teaching and how any underperformance has been tackled.
- The governing body checks that the pupil premium funds are spent on the intended groups and receives reports from school leaders about the impact of the expenditure on pupils' performance.
- British values of democracy and tolerance are actively promoted. Governors welcome the celebration of diverse faiths among the pupils. Governors also seek the advice of the student council when planning improvements to the playground and actively involve them in staff selection interviews.
- Governors are conscientious in ensuring that safeguarding arrangements meet requirements.
- The budget is carefully managed to support the school improvement plan.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Their attitudes are very positive and they cooperate respectfully with each other in class. A successful feature of this school is in supporting the behaviour of new pupils who have complex needs and have found it difficult to behave well in their previous schools. Satisfied pupils say that teachers in this school help them to be good. They summed up behaviour and its skilful management by saying, 'The system works well in the school.'
- Reflection upon their own actions is a routine practice for pupils and they want to improve their own behaviour. Typically, pupils' conduct and courtesy around the school are of a high standard because they want to live up to the high expectations that are set for them.
- Pupils work positively with adults and each other in lessons. In the early years, cooperative play and social skills are fostered by kindly adults. Behaviour is good rather than outstanding because pupils' demeanour at lunchtime in the playground is sometimes over-excited. Leaders are aware of this and training programmes for midday supervisors are in hand.
- Pupils take great pride in their new and attractively decorated building. Eco-warriors make sure that there is no litter in the well-decorated classrooms and corridors that celebrate their work in lively displays. The great majority of staff who responded to a survey believe that behaviour among all groups, including those who have found this difficult in the past, is well managed in the school. Behaviour management is effective and there have been no permanent exclusions.
- Attendance rates have improved since the previous inspection and attendance is now above the national average. Following up absence assiduously with parents has helped to secure improvements among the groups that have found regular attendance difficult in the past.
- Pupils look forward to coming to school. Parents who spoke to inspectors related how they ask to come at the weekends and lay their uniforms out ready on Friday evenings for their eagerly anticipated return on Mondays.

Safety

- The school's work to keep pupils safe and secure is good. Pupils, to whom inspectors spoke, could name at least one adult in who they could confide any concerns and they were confident that these would be addressed. Pupils say that bullying is uncommon and that any unkindness that does arise is dealt with quickly by teachers or the headteacher.

- The school takes account of pupils' concerns by using and responding to regular pupil surveys, and the pupil council has been instrumental in developing safe routines for using playground areas and equipment.
- Pupils have strong awareness of personal safety, including when using the internet, because it is explained well in lessons and assemblies. Pupils understand and can explain the importance of cyber-safety habits as well as the routines for road and fire safety.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not secured consistently good progress in reading, writing and mathematics.
- The school's evaluation of teaching shows that in the past it was not always good enough to help pupils achieve well. Teaching is now improving quickly as a result of more focused leadership, decisive performance management and targeted support. However, teaching is not yet consistently good. Pupils do not yet make sustained progress in all year groups and subjects.
- Marking is regular and accurate. Many teachers make helpful comments on pupils' work, particularly in their English books. However, comments by teachers about what pupils should do next to improve their writing in work in other subjects, such as geography and history, are not always as helpful. Marking in mathematics focuses on the accuracy of calculations rather than giving pupils advice about how to apply their knowledge and solve mathematical problems.
- Teachers do not always set high expectations for extended writing in other subjects, such as history and geography, because links with pupils' literacy targets are not clear enough. As a result, progress in writing is variable. For example, in books seen by inspectors, there were examples of strong application of writing skills to topics in Year 5, but this was less evident in other year groups. Middle leaders now consider pupils' literacy targets when reviewing their writing. This means they have a better understanding of pupils' progress than previously.
- When tasks in mathematics are designed to challenge pupils' thinking and stimulate discussion about how to solve problems, they make good progress. For example, in a Year 5 activity on the use of grids for long multiplication, the teacher's strong subject knowledge and insistence on using accurate vocabulary promoted lively discussions among pupils about their proposed answers. However, not all teachers are as skilled in prompting pupils to reason in mathematics, which is why progress in mathematics is variable. Leaders are aware of this and have made it a focus for planned staff development.
- Pupils who find the work difficult benefit from skilful support in class, particularly in the nurture group classes. The pupils who are capable of attaining higher levels are not always challenged by hard enough activities to stretch their capabilities.
- Reading is encouraged across all year groups and an attractive new library is used effectively to help pupils to select books for reading sessions in school and at home. Pupils' reading is checked frequently by adults in detailed record books. Lessons to develop pupils' comprehension skills are now timetabled and checked by English subject leaders. This has helped to improve achievement in reading considerably in Key Stage 2.

The achievement of pupils

requires improvement

- Pupils' achievement is not good because progress in reading and mathematics for many groups of pupils dipped well below the national expectations at the end of Year 6 last year. Attainment by the end of Year 2 also dipped in mathematics. The expectations for the teaching of mathematics across the whole school have been raised and new policies and staff training are being implemented. In addition, the decline in reading and writing outcomes last year has been identified and tackled.
- The school's own records show that rates of progress in Key Stage 1 year groups are higher than those seen in 2014. In Key Stage 2, progress in reading and writing has improved considerably in Years 4, 5 and 6 upon the profile seen for Year 6 last year. However, although progress in mathematics has improved since last year in upper Key Stage 2 classes, improvement is not consistent across Years 3 and 4.
- The achievement of the most able is not yet good. The most able pupils in the current Year 5 now make better progress, given their starting points, towards the highest attainment levels. However, in other year groups, with the exception of reading, fewer of the most able pupils make rapid progress to attain the highest levels. There is not yet enough emphasis on extending pupils' learning in a range of ways to help the most able pupils to attain the highest levels.
- School records show that disabled pupils and those who have special educational needs receive good-quality support in all year groups, and now achieve at least as well as their peers in Key Stage 1 and

better than their peers in Key Stage 2.

- Pupils from different ethnic groups make similar progress to their classmates, as do the very small numbers for whom English is a new language, because support is effective.
- Additional government funding is used to run small-group activities for disadvantaged pupils in reading, writing and mathematics. In 2014, the disadvantaged pupils' attainment was six months behind their classmates but three months behind all pupils nationally in mathematics. In reading, they were six months behind all pupils nationally, and six months behind their peers in school. In writing, pupils were three months behind all pupils nationally and their peers in the school. School records show disadvantaged pupils are doing better than previously. In the younger year groups the gap in achievement between this group and other pupils has closed. A gap remains in the older year groups because these pupils have not completely caught up from a legacy of underachievement. Disadvantaged pupils lower down the school received the support needed to help them catch up earlier in their school career.

The early years provision

is good

- Children joining the school in the early years usually have skills and levels of understanding typical of their ages. However, their communication and social skills are below those typical of their ages. The school concentrates on these in the children's first term to help children catch up quickly and learn successfully in other areas. As a result of good teaching, achievement by the end of the Reception Year in recent years is in line with that typically found in schools nationally. Gaps between girls' and boys' performance are narrower than is typical. Children are well prepared to begin Year 1.
- Staff plan carefully to help children make good progress through a range of imaginative activities that promote self-expression and knowledge about the world. Children respond to these stimulating tasks by behaving well and learning enthusiastically.
- Children's progress is carefully recorded and leaders make sure that any children who may need additional help quickly receive appropriate support. For example, individual attention from adults helps children who need support to listen, interact sociably and express themselves coherently.
- Children are very happy and are well looked after. Parents are welcomed to become involved in reading stories and contributing to home-school learning journals.
- Leadership and management of the early years provision are good because the leader has a clear understanding of the strengths and areas for development. For example, the leader is aware that not all staff in Nursery are asking questions that prompt the children to make reasoned and extended explanations. In addition, mathematical skills are not practised as much as is helpful for future progress. Plans are in hand to provide training to improve these matters.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109928
Local authority	Bracknell Forest
Inspection number	453753

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	490
Appropriate authority	The governing body
Chair	John Throssell
Headteacher	Antoinette Butler-Willis
Date of previous school inspection	7–8 March 2013
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