

# Inspection of Crown Wood Primary School

Opladen Way, Crown Wood, Bracknell, Berkshire RG12 0PE

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Inspection dates: 3 and 4 November 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are happy and look forward to learning more each day. They work hard to meet their teachers' high expectations and feel proud of the progress they make. The school's values, such as determination and mutual respect, are clear to see in pupils' attitudes and behaviour.

Pupils talk about the importance of kindness and treating others with respect. Every pupil signs the school's anti-bullying charter, which is displayed prominently in the dining hall. This symbolises that bullying is not tolerated in the school. When pupils are occasionally unkind to each other, leaders respond quickly and effectively. Pupils are taught how to resolve issues so that they do not recur.

Parents value the way the school meets each pupil's individual needs. Summing up the views of many, one parent said: 'I feel lucky to be able to send my child here. The staff genuinely know my child and how to support him to meet his full potential.'

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

Leaders are committed to their vision that every pupil fulfils their potential. They rightly recognise that ensuring all children learn to read is central to this. Leaders have put together a well-structured phonics programme which starts as soon as children begin school. Pupils enjoy their daily phonics sessions because they see how quickly their reading develops. Those who are struggling receive regular and effective help from highly trained members of staff. The books that pupils are given to read support their learning because they are matched to the sounds they have learned in class.

Pupils achieve well in a wide range of other subjects. Teachers successfully create lessons that inspire pupils to feel curious. Leaders have thought carefully about pupils' learning as a journey from the early years through to Year 6. Where this work is strongest, for example in mathematics, pupils can remember what they have learned in depth and detail. However, this is further ahead in some subjects than others. Leaders have identified the need for more subject-specific training to ensure that the delivery of the curriculum is equally highly effective in the full range of subjects.

All staff have high expectations of pupils' behaviour and apply the school's rules consistently. Pupils respond well to opportunities to correct their behaviour if they do not get it right first time. Teachers develop strong classroom routines right from the early years so that lessons are focused and purposeful. Pupils recognise the importance of treating others with respect. They are kind and considerate in the corridors and at social times.

Leaders have ensured that there are a range of opportunities for pupils to develop personally as well as academically. The school's 'charter of cultural rights' is based

on leaders' belief that every child has an entitlement to a wide range of experiences. These include clubs and activities, visits within the local community, performances, exhibitions, external visitors and cultural trips. By applying for a variety of leadership roles, pupils can become school councillors or subject ambassadors. They enjoy the responsibility that these roles involve. In particular, they appreciate the opportunities to work with younger pupils.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) get the help they need. Their needs are identified quickly and accurately, starting in the early years. Well-matched support is in place around each child so that they are ready to learn. Teachers and teaching assistants communicate well so that teaching meets pupils' needs precisely and helps to move their learning on.

Those responsible for governance help to improve the school by providing effective challenge and guidance to leaders. They know the school well and have a sharp understanding of its strengths and priorities. They ask well-informed questions to determine whether leaders' actions are having the intended impact.

Through the improvements they have made, leaders have secured the full support of parents, teachers and pupils. Teachers appreciate and benefit from the high levels of expertise that leaders bring to the school. Staff recognise that leaders are considerate of their workload and willing to listen to their concerns. Parents recognise that when leaders make decisions, they think about what is best for all children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Well-established policies and procedures contribute strongly to safeguarding practices in this school. Staff are trained regularly so that they know how to identify issues early. Pupils feel confident about how to report concerns either in person or using technology. Leaders' actions to address these concerns are timely and effective. A culture of safeguarding is evident in all areas of the school's work, including the approach to attendance and behaviour. As a result, children feel safe and secure while at school.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The effectiveness of the curriculum is good in all subjects but with notable strengths in reading, English and mathematics. Leaders should continue with their plans to provide subject-specific training in the full range of subjects to develop teachers' knowledge and expertise. This will help to ensure that pupils know and remember more of the planned curriculum in all subjects.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	144048
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10200850
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	578
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anne Spackman
<b>Headteacher</b>	Grant Strudley
<b>Website</b>	<a href="http://www.crownwoodschool.com">www.crownwoodschool.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is the school's first inspection since it converted to an academy and joined the Greenshaw Learning Trust in June 2017. When its predecessor school of the same name was last inspected by Ofsted, it was judged to require improvement overall.
- The school does not currently make use of any alternative providers.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors held meetings with a range of leaders, including the headteacher and members of the senior leadership team. We also met with subject leaders, teachers and a range of non-teaching staff.

- The lead inspector met with representatives of the local governing body and the Greenshaw Learning Trust, including the vice-chair of the board of trustees and the director of primary education.
- Inspectors spoke to a wide range of pupils from each key stage.
- Inspectors took into account the views of parents submitted via Ofsted Parent View, including a range of written comments.
- Inspectors evaluated the effectiveness of safeguarding by talking to leaders, including the designated safeguarding lead, and talking with staff. Inspectors also scrutinised the single central record, sampled case files, and spoke to pupils, staff and those responsible for governance about this aspect of the school's work.
- Inspectors carried out five deep dives in the following subjects: early reading, mathematics, English, history and physical education. This involved meetings with leaders, visits to lessons, discussions with pupils and teachers and looking at samples of pupils' work.
- Inspectors met with a range of subject leaders in other subjects to look at and discuss curriculum planning.

### **Inspection team**

Chris Ellison, lead inspector	Her Majesty's Inspector
Andrea Carter	Ofsted Inspector
Clare Vallence	Ofsted Inspector

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