

# Inspection of a good school: Owlsmoor Primary School

Cambridge Road, Owlsmoor, Sandhurst, Berkshire GU47 0TA

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Inspection dates:

7 and 8 March 2023

## Outcome

Owlsmoor Primary School continues to be a good school.

## What is it like to attend this school?

Leaders ensure the vision of 'a school where everyone matters' is the heartbeat of Owlsmoor School. There is a nurturing and caring environment that is valued by parents. Staff know pupils and their families well. Pupils are happy, feel safe and are well looked after. Leaders' determination for pupils to succeed is clear in all areas of school life. All pupils, including those with special educational needs and/or disabilities (SEND), thrive on the challenge 'to be the very best they can be'. Pupils are clearly committed to their education and work hard. As a result, pupils achieve well.

Teachers have consistently high expectations of pupils' behaviour. Pupils are polite and respectful towards each other and adults. They are calm and focused in lessons and enjoy playing together at breaktimes. There is an overwhelming atmosphere of positivity and kindness. Bullying is not tolerated. Leaders have ensured there are clear systems to deal quickly and effectively with any bullying incidents should they occur.

Pupils enjoy the purposeful themed days or weeks, like 'my money week', careers week, science week, 'healthy mind day', art and history fortnights to name but a few. Pupils speak excitedly about trips to the pantomime as well as the Year 6 residential trip.

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

Leaders are highly ambitious for all pupils to achieve well, including those with SEND. The curriculum is broad and balanced. In the most effective subjects, the curriculum sets out exactly what teachers need to teach and the key knowledge that they want pupils to know over time. Teachers ensure that classroom activities help pupils to understand and remember what they are learning. Teachers routinely ask pupils to recall previous learning and pupils do this well. Leaders' place strong emphasis on teachers adapting teaching to meet the needs of all pupils. Leaders have ensured that there are systems in place to identify and support pupils with SEND. The team of well-trained teaching assistants target additional help where it is needed most.

In the most well-developed subjects, teachers routinely check what pupils have learned and are able to quickly identify gaps in understanding. In these subjects, pupils learn well. For example, the thoughtfully sequenced teaching of early mathematics ensures that pupils build confidence in using and understanding numbers. In some subjects, the curriculum is less well developed. Leaders know that there are inconsistencies between how well some subjects are sequenced. Leaders are refining the curriculum to ensure that all subjects are sequenced with the detailed knowledge pupils should acquire.

Leaders prioritise reading. They are determined for pupils to develop a love of reading and to be able to read with fluency and comprehension. Pupils learn phonics from the start of Reception. They read books that are well matched to the sounds they are learning. Staff quickly spot any gaps in pupils' phonics knowledge and give extra support where needed. The teaching of phonics is organised and largely effective. Leaders have correctly identified some inconsistencies in developing reading in older pupils. Some staff require further training to develop their expertise. Leaders are addressing this. Pupils talk about how much they enjoy reading. Pupils choose books from a carefully planned selection, so that pupils experience a wide range of texts with diverse themes. Pupils are proud of the recently refurbished school library.

Leaders provide pupils with a variety of ways to learn how to be responsible citizens. Pupils develop their leadership skills through a wide range of opportunities. These include being a member of the school council, organising games as 'playground leaders' for younger pupils. Pupils also review the school's environmental commitment as part of the 'green team' or thoughtfully select books for the school library as reading ambassadors. Pupils swell with pride about their school when talking about the roles they take on.

Pupils have many opportunities to develop their character and make a positive contribution. They value the challenges introduced through the 'curriculum promises' programme. Pupils have enjoyed re-enacting an Anglo-Saxon battle, watching chicks hatching then handling them, and planning fundraising activities. During the inspection, pupils led an assembly during which they sang, allowing time for reflection on the theme of 'It's good to be me'.

The headteacher prioritises staff well-being. He ensures that staff workload is manageable. As a result, staff morale is high.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, staff and governors are fully aware of their safeguarding responsibilities. They always seek to act in the best interests of the pupils. Leaders ensure that staff receive regular training. Consequently, staff know what to do to raise concerns about pupils' safety. They know that no matter is too small to refer to the designated safeguarding lead. Leaders act swiftly to ensure that pupils and their families get the help that they need. Record-keeping is thorough and show prompt actions. Pupils know how to keep themselves safe in a range of situations. For example, they know not to share personal information online.

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

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

- There are inconsistencies in the sequencing of the curriculum in some subjects. As a result, some pupils do not always acquire the knowledge and skills they need. Leaders should continue to refine the curriculum to ensure all subjects are sequenced with the knowledge and skills pupils need to achieve highly in line with leaders' ambitions.
- There are inconsistencies in how reading is taught to some older pupils. This sometimes affects pupils' learning and progress. Leaders should continue with further training for staff to develop their expertise in this area.

## 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 November 2012.

## 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

<b>Unique reference number</b>	109870
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10256458
<b>Type of school</b>	Primary
<b>School category</b>	Community school
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	551
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Angela Allard
<b>Headteacher</b>	Simon Cope
<b>Website</b>	<a href="http://www.owlsmoorprimary.com">www.owlsmoorprimary.com</a>
<b>Date of previous inspection</b>	31 October 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a larger than average primary school, situated in Sandhurst, Berkshire.
- The current headteacher has been in post since September, 2022.
- The deputy headteacher was not at the school at the time of the inspection.
- The school has an on-site specially resourced provision for pupils with SEND. The main area of need is significant learning difficulties. There are currently 10 pupils in this provision.
- The school currently uses one registered alternative provider.

## Information about this inspection

- This was the first routine 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 the evaluation of the school.
- The inspector met with the headteacher, members of the senior leadership team, subject leaders and seven members of the governing body, including the chair of governors. The inspector also met with an officer from the local authority.

- The inspector carried out deep dives in early reading, mathematics and science. For each deep dive, the inspector 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 reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- The inspector considered the views of parents shared through Ofsted Parent View. The inspector gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspector reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

### **Inspection team**

Paul McKeown, lead inspector

Ofsted Inspector

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