

Inspection of an outstanding school: Cranbourne Primary School

Lovel Road, Winkfield, Windsor, Berkshire SL4 2EU

Inspection dates: 4 and 5 June 2024

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive in this caring and nurturing school. Staff have high aspirations for all pupils to achieve their best, including those with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language. Pupils concentrate in lessons and work hard, rising to the challenges teachers set them and achieving well.

Pupils behave well and know how to be a good friend. The school's values of perseverance, creativity, kindness, respect and teamwork weave across all areas of school life. Relationships between adults and pupils are excellent. All pupils are welcomed and valued as individuals. Pupils feel safe in school because they trust staff to look after them.

The school gives pupils a variety of rich experiences and pupils talk enthusiastically about these. For example, visits from female parents to discuss their jobs, such as working for NASA, help pupils understand more about the world around them. Pupils benefit from the leadership opportunities given to them. For example, pupils are chosen by their peers to be school councillors, librarians and science ambassadors. These opportunities help pupils understand democracy and how to work with other people effectively.

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

The school's curriculum ensures that teachers deliver learning in a sensible order. Staff teach pupils valuable knowledge, skills and vocabulary across the curriculum. As a result, pupils enjoy learning and achieve well. They take pride, and care, in their work.

Across the school, staff create thoughtfully designed activities for pupils to learn and practise important knowledge and skills. In most subjects, pupils' understanding is checked carefully, and staff address any mistakes pupils have made. In reading, writing and mathematics, assessment is used to check that pupils have remembered the most

important knowledge. However, in a small number of subjects, staff do not always check pupils' understanding of previously taught knowledge carefully enough. Consequently, pupils do not achieve as well as they could in these subjects.

The provision for pupils who are disadvantaged is effective. There are secure procedures in place to identify pupils with SEND. The school ensures that the high proportion of pupils with SEND access the same curriculum as their peers. Teachers skilfully adapt tasks and provide support quickly. For example, staff discuss key words with pupils before a lesson begins and this helps them to be more successful and confident in the lesson. The school routinely reviews the impact of any extra support and makes changes when required.

The teaching of reading is a high priority. This starts in Reception, where children receive expert support to develop their language skills. Staff closely follow the school's chosen phonics scheme and provide effective support for pupils who need more practice. Pupils read books that contain the sounds they have learned to develop their fluency. The school provides useful guidance for parents to support their child to read at home. Staff foster a love of stories by talking about the books they love and reading books aloud skilfully. They expose pupils to books that promote discussion about the meaning behind the words the author has chosen. Consequently, pupils develop into confident readers, including disadvantaged pupils. This was evident in the positive end of key stage 2 outcomes in 2023.

Pupils have positive attitudes to learning. Lessons are purposeful and there is a calm, ordered and supportive ethos throughout the school. Pupils' high attendance and positive behaviour help them to learn well. The school has worked with real determination to successfully improve attendance and punctuality over time.

Pupils become well-informed citizens through studying the fundamental British values, such as the importance of respect and tolerance. They display a strong understanding of the protected characteristics and celebrate the differences between each other. Pupils visit places that deepen their understanding of the world around them. For example, pupils take part in the Windsor flower show and the Ascot bake-off.

Leaders at all levels are aspirational for pupils. They share the same inclusive vision and keep pupils at the heart of decision-making. Staff receive dedicated support from leaders and take pride in working at the school. The dedicated governing body supports pupils and staff to be their best. It provides effective challenge to help the school to further improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers do not routinely check that pupils have remembered the most important knowledge they need to further develop their understanding. This means that pupils are not achieving as well as they could. The school needs to ensure that gaps in pupils' knowledge are identified as quickly as possible so they can be addressed and built on.

Background

When we have judged a school outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first ungraded inspection since we judged the school to be outstanding on 13 and 14 November 2018.

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	109835
Local authority	Bracknell Forest
Inspection number	10321763
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	186
Of which, number on roll in the sixth form	None
Appropriate authority	The governing body
Chair of governing body	Nick Payne
Headteacher	Paula Jenkins
Website	www.cranbourne.org.uk
Dates of previous inspection	13 and 14 November 2018, under section 5 of the Education Act 2005

Information about this school

- This is a below average-sized primary school.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement 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 their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and

looked at samples of pupils' work. The inspector also considered the curriculum and looked at samples of pupils' work in some other subjects.

- The inspector held a wide range of meetings with the headteacher, the other senior leaders and the teaching staff in the school. He met with two governors, including the chair of the governing body. The inspector also met with a representative of the local authority.
- The inspector observed pupils' behaviour during visits to classrooms, during breaktimes and as pupils moved around the school.
- The inspector considered the views of parents expressed in Ofsted Parent View, Ofsted's online survey for parents. They considered the views of staff during meetings with them and through the staff survey.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, 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.

Inspection team

Neil Pilsworth, lead inspector

His Majesty's Inspector

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