



# Crown Wood Primary School

## Inspection Report

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**Unique Reference Number** 109928  
**Local Authority** Bracknell Forest  
**Inspection number** 288538  
**Inspection dates** 30–31 January 2007  
**Reporting inspector** Steven Hill

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	Opladen Way
<b>School category</b>	Community		Crown Wood
<b>Age range of pupils</b>	3–11		Bracknell RG12 0PE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01344 485448
<b>Number on roll (school)</b>	245	<b>Fax number</b>	01344 360399
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr John Throssell
		<b>Headteacher</b>	Miss Susan Bartlett
<b>Date of previous school inspection</b>	18 February 2002		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized primary school with a Nursery. The large majority of pupils are of White British heritage, with the rest coming from a wide range of other ethnic backgrounds. A relatively small number of pupils are at early stages of learning English, although this is increasing. The number of pupils with learning difficulties and disabilities is broadly average. Children start in the school with attainment that is wide ranging and varies from year to year, but is generally below average overall, particularly in personal and social skills.

The current headteacher has been in post since March 2006, after serving as acting headteacher for some time.

The school is home to a 58 place Local Authority Language and Literacy Centre, managed by the local authority, which pupils attend for a short time each week, mostly from other schools around the borough. This provision was not inspected as part of this inspection.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This improving school provides a satisfactory education for its pupils, with significant strengths in pastoral support. Pupils' personal development and well-being are good. All staff work hard to ensure that pupils are safe and happy in school. Behaviour is good and pupils form positive relationships with each other and with the adults in school. They enjoy learning and take part enthusiastically in the wide range of activities. Their spiritual, moral, social and cultural development is good. By Year 6, they are responsible, mature young people who work hard, undertake responsibilities conscientiously and are caring of each other.

Pupils' achievement has improved over the last two years and is now satisfactory. Overall standards are average. Children get off to a good start in the Foundation Stage. They make good progress because of good provision in both the Nursery and the Reception class. Weaknesses in Reception at the time of the last inspection have been eliminated. Pupils make satisfactory progress in Key Stage 1, although standards are generally below average because of pupils' low starting points. Standards in reading improved last year, and are now average by the end of Year 2. Standards and progress at Key Stage 2 have improved significantly over the last two years. In 2006, results of national tests showed that pupils in Year 6 had made satisfactory progress since they were in Year 2, and attained average standards.

Teaching and learning are satisfactory with some significant strengths, although there are inconsistencies between classes and subjects. Positive relationships support pupils' positive attitudes and good behaviour. Good use is made of skilled teaching assistants to support learning. Good lessons often feature a brisk pace, good use of collaborative work that helps pupils to develop their understanding, and work that is matched well to individuals' needs. Conversely, lessons that are just satisfactory often feature a more mundane pace or missed opportunities for pupils to work together. Sometimes, when all pupils are given the same task, some struggle with work that is too hard for them, or are not challenged because the work is too easy.

The school provides a satisfactory curriculum, with good enrichment through a variety of popular clubs. There are some good links made between different subjects, particularly in English, which enhance pupils' understanding and interest. This is not fully established between all subjects, and the school is planning to extend this across the curriculum, particularly in information and communications technology (ICT). The good care, support and guidance provided for pupils are greatly enhanced by the effective use of a wide range of outside agencies to provide support to those with particular problems. There are effective systems to track individual progress, and the school intervenes effectively to help those who fall behind. Pupils have a good understanding of the class targets that they are working towards, but do not have targets matched to their individual needs.

Leadership and management are satisfactory. Good leadership and clear direction from the headteacher and the senior management team, and good teamwork from staff, have supported and built upon the good pastoral care in the school, and have raised

academic standards. Self-evaluation is satisfactory and the school has a clear understanding of what it needs to do next.

### **What the school should do to improve further**

- Increase the proportion of good teaching, and so raise achievement, particularly in ensuring that work is always matched to the needs of individuals.
- Establish a whole-school plan to increase the effectiveness of links between subjects, particularly in ICT.
- Refine the targets set for pupils so that they are better matched to individuals' needs.

## **Achievement and standards**

### **Grade: 3**

Throughout the school, achievement is satisfactory. Improved provision in the Foundation Stage means that children are now making good progress. The standards of the group who finished Reception in 2006 were above average, although standards were well below average the year before.

Pupils at Key Stage 1 make satisfactory progress. Overall standards at Year 2 have been below average for several years, but improved significantly in 2006, particularly in reading, where standards were average.

Results of national tests at Key Stage 2 had been below average for several years, and indicated that pupils' progress was weak. However, results have improved in the last two years. Pupils are now making satisfactory progress at Key Stage 2, and standards are average overall. Results in 2006 were weaker in writing than in reading, mathematics or science but inspection evidence shows that pupils are making secure progress in English, and pupils in Year 6 are doing well.

Pupils with learning difficulties or disabilities make satisfactory progress in relation to their needs. Bilingual pupils make the same satisfactory progress as their classmates.

## **Personal development and well-being**

### **Grade: 2**

Children settle quickly and happily into the Foundation Stage classes, and are soon thoroughly at home in the school. Pupils make good gains in their confidence and self-esteem throughout their school years. They enjoy coming to school and say that they feel safe and happy. One said, 'Teachers are friendly; they are always smiling'. Attendance is satisfactory. Pupils have a good understanding of social, moral and spiritual themes through assemblies and in a variety of subjects. They develop good musical and creative skills in lessons and in extra-curricular clubs. Behaviour in lessons and at break times is good. Pupils demonstrate a willingness to take on responsibilities and perform them conscientiously, for example, through the school council, or acting as 'peer mediators' or class monitors. Older children explain with pride that they contributed to the designs for the playground for younger pupils. Pupils develop sound

skills and qualities for economic well-being, for example when Year 5 pupils run the tuck-shop during breaks. From the Foundation Stage upwards, pupils develop good collaborative skills, and show strong teamwork by the time they leave. Pupils have a good understanding of what makes a healthy lifestyle. At break times they are active, and participation in before-school aerobics and clubs for dance and gymnastics is high.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Lessons are almost always satisfactory, and a substantial and increasing minority are good. Significant strengths in teachers' relationships with pupils, and clear expectations, underpin the calm working ethos, good behaviour and positive attitudes that are a feature of almost all lessons. Pupils who sometimes struggle to conform to accepted standards of behaviour are dealt with firmly and sensitively by staff, so that the work of their classmates is seldom affected. The effective use of skilled teaching assistants contributes to many lessons, particularly in helping pupils with learning difficulties or disabilities to make progress. The best lessons include interesting tasks and practical work that gain pupils' enthusiasm. Pupils in Year 2 agreed that 'Lessons are always quite fun'. Lessons that are just satisfactory suffer from too slow a pace at times, or a mismatch between pupils' needs and the work that is set.

### **Curriculum and other activities**

#### **Grade: 3**

The school offers a broad and balanced curriculum. Since the last inspection, the school has greatly improved provision for children in the Reception class. In both Nursery and Reception children have access to a rich and varied range of activities for imaginative learning, and well-structured opportunities for developing language, literacy and communication skills. The creative and play-based provision in both classes is now good.

Overall, the curriculum is well planned to promote pupils' good social and personal development. It is enriched by French in Years 3 and 4, brass tuition in Year 5, and a range of trips linked to different subjects. Visitors with specialist skills, such as ceramics, also widen pupils' experiences. All these have a positive impact on pupils' confidence, self-esteem and enjoyment of learning. Specialist coaching for sport and the good range of extra-curricular clubs, including the well-attended 'Kick Start' aerobics, make learning fun for pupils and promote important fitness skills. The school achieved Healthy School status in 2006. The personal social and health education curriculum, including the recently introduced Social and Emotional Aspects of Learning (SEAL) programme, is used well to promote drugs, health and safety awareness. There are currently gaps in how the school links learning in different subjects, but plans are in place to address this, particularly in ICT.

## Care, guidance and support

### Grade: 2

The school works well in partnership with parents, who are very appreciative of the staff's commitment and care for pupils. One parent wrote, 'The teachers are very caring and focused. Any problems we had have been sorted professionally and quickly'. Good systems ensure that pupils are happy in a safe and welcoming environment. There are many initiatives which help pupils to understand how to stay safe and healthy, for example, the free fruit scheme, and strong encouragement to drink water rather than less healthy options.

Provision for pupils with learning difficulties and for those who are vulnerable is good. The school works very well with local services, including Educational Psychology, Health and Social Services to promote pupils' learning and well-being. The school makes good use of the Local Authority's Ethnic Minority Achievement Service for assessing the needs of bilingual pupils. However, there is currently no additional support for the specific needs of the growing number of children in the Foundation Stage who speak English as an additional language. Good procedures to monitor pupils' progress in English, mathematics and science help the school to identify accurately any who fall behind, and staff intervene effectively to help them. The school is aware of the need to set more individually challenging targets, particularly for more able pupils.

## Leadership and management

### Grade: 3

Good leadership from the headteacher and senior staff provides clear direction to the work of the school. The strengths in pastoral care and pupils' personal development have been built upon well, and achievement has been raised across the school so that it is now at least satisfactory. Some effective monitoring of teaching gives clear guidance to colleagues on the strengths and weaknesses in their work, and is improving the proportion of good lessons taught. An analysis of the reasons for weak test results in the past resulted in a focus on key areas that helped to raise results in 2006. These improvements are being maintained and consolidated by good teamwork from all staff.

Management systems are satisfactory and improving. The improved self-evaluation has given an accurate view of what still needs to be done to refine these systems, for example by extending the monitoring of provision and standards by subject leaders, or analysing the results of assessments to identify strengths and weaknesses. Plans to do this are already in place.

Governors have sound systems to monitor and support the work of the school. They have a satisfactory understanding of strengths and weaknesses, and the recent linking of individual governors to subject leaders has the potential for them to obtain a more detailed picture.

The school's recent record of improvements and its clear view of what needs to be done next show that it is well placed to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for all your help when we visited your school. We enjoyed talking to you and watching you at work in lessons. You told us that you enjoy school and we could see how happy you are there.

We think that Crown Wood is a satisfactory school that is getting better all the time. The teachers and other staff look after you well, and take great care to make sure you are safe. We were impressed by how well you behave in lessons and in the playground. You are growing up into sensible and thoughtful young people, who are kind to younger children. We liked how enthusiastically you joined in exercise, in Kick Start and in dance club, and we thought you had a good understanding of how to keep healthy.

Your teachers have helped you to improve your progress in English, maths and science and you are now getting to the standards expected by Year 6. Your lessons are always at least satisfactory, and more and more of them are good. We have agreed with the staff that they are going to make lessons even better by making sure that you always get work that is just right for you. To help with this, they are also going to give you your own targets, as well as class targets, so you know just what to do to learn more. You can help by carrying on working hard and trying to reach your targets.

The staff have done a lot of work to make learning more interesting by combining different subjects in lessons, and this has worked really well in English. They are planning to work out how this can be done in all the subjects, especially in ICT. We have agreed with them that this is a good way to help you all learn more.

The headteacher and all the other adults are always trying to make things better, and they have lots of good ideas of how to do this. We hope you keep on helping them through your good behaviour, and carry on enjoying school.

Best wishes,

Steven Hill (Lead inspector)