

# Crowthorne Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109962
<b>Local Authority</b>	Bracknell Forest
<b>Inspection number</b>	325067
<b>Inspection dates</b>	20–21 May 2009
<b>Reporting inspector</b>	George Rayner

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	203
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Williamson
<b>Headteacher</b>	Mrs Barbara Gellatly
<b>Date of previous school inspection</b>	16 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Duke's Ride Crowthorne RG45 6ND
<b>Telephone number</b>	01344 772089
<b>Fax number</b>	01344 750106

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<b>Age group</b>	4–11
<b>Inspection dates</b>	20–21 May 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Most pupils come from the village in which the school is located, although a significant minority travel from the towns of Bracknell, Sandhurst and Wokingham. The great majority of pupils are of White British heritage and none is at an early stage of learning to speak English. The proportion of pupils who have learning difficulties is broadly average. The most common needs of these pupils arise from moderate difficulties in learning at the same rate as others. The school provides for Early Years Foundation Stage in a Reception class. At the time of the inspection, Year 6 pupils were on a residential visit and, therefore, not in school. There is an after school club on the school site. This is run by another provider and was inspected separately.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Parents agree. They say that their children are happy here and that they make good progress. One parent summed up the opinions of most in writing, 'I have been delighted by the sense of family and belonging my son feels at school.'

Pupils' outstanding personal development and well-being are real strengths. Pupils thoroughly enjoy coming to school and this is reflected in their outstanding behaviour, attitudes and willingness to join in with all that it offers. Their attendance is also excellent, because it is well above average and the rate of persistent absence is extremely low. Pupils' strong belief in their 'Charter of Rights and Responsibilities' motivates their exceptional contribution to the sense of calm, order and high expectations in the school. Pupils quickly develop confidence because they know that they are well cared for and guided and supported by the adults. They enjoy an active life and understand very well why it is important to eat and drink sensibly. Pupils enthusiastically take part in activities in their local community, for example, when they take part in celebrations at the local church.

Effective teaching and learning, together with a good curriculum, help pupils to achieve well so that their overall standards are above average by the end of Year 6. Progress is equally good in reading, writing and mathematics in Years 1 and 2. Good progress continues in English and science in Years 3 to 6. Although satisfactory, achievement is least strong in mathematics. Following improvements in teaching, however, pupils' progress in mathematics is beginning to accelerate. Pupils are now helped to become better at applying their mathematical skills to solve problems although the impact is not yet fully seen. Although boys are not always such enthusiastic writers as girls, the school succeeds well in ensuring that no group of pupils achieves less well than the others.

Leadership and management are good. The headteacher, ably supported by the deputy headteacher, is providing very good leadership. Rigorous self-evaluation has given all leaders an accurate understanding of the school's strengths and areas where improvement is necessary. Well-considered strategies have succeeded in improving most aspects of the school's work, including the quality of teaching and pupils' personal development. As a result, standards, which dipped after the last inspection, are now rising again. This track record demonstrates a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

When children start school, their skills and abilities are generally at the level expected for their age. They make good progress and, by the time they enter Year 1, the literacy and numeracy skills of almost all children are beginning to reach higher than expected levels for their age. The Early Years Foundation Stage area is bright and welcoming. Activities have an appropriate balance between those directed by adults and those that children choose for themselves. Staff plan effective opportunities for children to extend their learning. For example, learning about descriptive words connected with stars developed into discussions regarding triangles, and children enjoyed going into a cardboard 'space rocket' ready for a 'visit to the moon'. The outdoor area is currently being developed. While adequate, resources there are less extensive than those indoors and planning does not fully integrate the indoor and outdoor activities. This reduces the stimulus for children to learn by exploring and finding things out for themselves.

Since the last inspection, leaders have developed a robust assessment system. Adults continually assess all areas of children's learning so that their next steps can be well planned. The foundation for children's further personal development in the main school is securely laid. They behave well, have good manners, show respect for adults and for each other and learn to care for each other. The Early Years Foundation Stage is well managed. Routines are well organised and all the adults work together as a coherent and effective team.

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

- Increase the rate of progress in mathematics to match that in English and science.
- Develop the planning and resources for the Early Years Foundation Stage outdoor area so that activities there have a greater impact on children's learning and personal development.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and their overall standards are above average at the end of Year 6. Progress is strongest in English and science. Pupils produce fluent, interesting writing in a variety of styles to match the requirements of a range of tasks, such as, for example, writing in the style of Charles Dickens. They develop good scientific knowledge and use this well to find things out by carrying out experiments and forming their own conclusions about the results. While standards are slightly above average in mathematics, achievement, although satisfactory, is least strong in this subject. Pupils develop a sound range of skills, but do not always use these well to solve problems. Staff are aware of this and have improved teaching to provide more opportunities to practise doing so. The impact, although not yet fully effective, is beginning to show itself in the increasing proportion of pupils who are making good progress, particularly in Year 6. The needs of the pupils who find it difficult to learn at the same rate as the majority are carefully identified and well provided for. As a result, they make as much progress as their classmates.

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

### **Grade: 1**

Pupils' personal spiritual, moral, social and cultural development is outstanding. They display excellent manners and show great respect for each other, school staff and visitors. Pupils say they feel extremely safe and that there is very little bullying. One remarked, 'School is kind, friendly, safe, healthy, clean and fun. I always want to come'. Older pupils are peer mediators, helping to resolve any inter-pupil problems that might arise. Year 2 pupils become 'mini-buds' and ensure that younger pupils never feel alone. Pupils show great care and compassion for each other. They say that anyone who feels lonely can sit on the 'buddy bench' and straightaway someone will play with them. They enjoy the healthy meals provided by the school or bring wholesome packed lunches. Pupils enjoy and use to the full the excellent and imaginative playground facilities provided for them. Through the school council, pupils have a really effective voice in the school and they feel strongly that the adults listen to their views. Pupils have an exemplary interest and involvement in the wider community. This is shown, for example, in their very regular, highly enthusiastic involvement in charity fundraising activities. The pupils show excellent independence in choosing the charities that they want to support and then planning their own activities. Their good progress in almost all subjects, together with enthusiastic participation in partnership activities with local secondary schools, such as business enterprise and fair trade weeks, ensure pupils prepare very well for their futures.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan carefully to provide interesting tasks. They make sure that, while work is manageable for all, they provide sufficient challenge for the most able pupils. Teachers explain the purposes of the lesson clearly, so that pupils know what they have to achieve. They manage classes well, so that pupils move briskly from one task to another and time is used efficiently. Teachers regularly praise pupils for their efforts. This boosts pupils' confidence and helps to generate positive relationships, so that they are willing learners. Effective teamwork between teachers and teaching assistants ensures that pupils who find learning difficult quickly receive the help that they need to keep up with the work. Teachers often finish lessons with stimulating activities that allow pupils to consider how well they have succeeded in meeting their learning objectives. This was seen in a Year 3 mathematics lesson, which finished with some excellent discussion about things that had gone well and those that had been more difficult, strongly emphasising the importance of perseverance. On a few occasions, however, insufficient time is left for such effective self-evaluation. As well as using marking well to encourage pupils, teachers give clear and relevant guidance to help them to improve.

### Curriculum and other activities

#### Grade: 2

Between Years 2 and 6, all pupils study both Spanish and French. Pupils have good access to computers and opportunities are well planned for them to develop their information and communication technology skills and use these to enhance their work in other subjects. There are many opportunities for pupils to develop their personal and social skills. This often happens through links between subjects, for example when pupils learn about the importance of caring for their teeth by considering the science behind tooth decay. Good enrichment includes visits by, for example, writers and sportsmen and women, who provide good role models for the pupils to emulate. A good range of well-attended clubs provides opportunities for pupils to take part in a variety of sporting, cultural and creative activities. The school's self-evaluation identified that, while the curriculum makes generally good provision for all groups, activities do not always stimulate boys to be enthusiastic writers. As a result the school has recently introduced the use of films to encourage all pupils to be better writers. An example of this was a Year 6 activity exploring emotions through film. Work samples show that this proved particularly effective in inspiring boys' writing. The school is currently creating more opportunities of this kind to increase the impact of these initiatives on the progress boys make.

### Care, guidance and support

#### Grade: 2

Staff know the pupils very well and ensure they are well cared for. As a result, pupils feel secure and confident that any problems they may have will quickly be resolved. Effective support is given to pupils as they join the school and again when they move to secondary school. This enhances their confidence and ability to settle well when moving to a new environment. The school works very effectively with parents and other agencies to make sure that any pupils who require additional care quickly receive this. The support given to pupils who have learning difficulties is effective and they therefore make good progress. Academic guidance is good, with marking consistently showing pupils how to improve. Pupils are set challenging targets

for improvement which are regularly monitored. They are becoming increasingly involved in their own assessment, but as yet this is not in place in all year groups.

## **Leadership and management**

### **Grade: 2**

The school has developed a strong, coherent, leadership team. In following the headteacher's clear vision for the direction of the school, there is considerable unity of purpose from staff at all levels. Most middle managers, for example subject leaders, are well involved in rigorously monitoring the quality and performance of their areas. However, in one or two subjects, leaders are still being trained to develop incisive monitoring skills. Governors support the school well and have improved their organisation and have undertaken training, so that they are now also good at challenging and questioning the school when necessary. The school has a good commitment to community cohesion and effective strategies for pursuing this. It succeeds well in helping pupils to contribute to the school's harmonious and cohesive community. Leaders are beginning to develop good links with schools in contrasting situations, to help pupils to understand cultural, ethnic and religious diversity.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

05 June 2009

Dear Pupils

Inspection of Crowthorne Church of England Primary School, Crowthorne, RG45 6ND

Thank you for welcoming the inspectors to your school recently. We enjoyed meeting you. We are grateful for the help you gave by talking to us and showing us your work. We were able to see that yours is a good school.

Your standards are above average when you leave Year 6. This means that you make good progress from your starting points. This is because the school plans your learning well and lessons are good. You are not quite as strong in mathematics as in your other subjects. The staff know that they need to give you more help in using your mathematical skills to solve problems and have begun to do so. We have asked them to make sure that this quickly helps you to make as much progress in mathematics as in your other subjects.

One of the very best things about your school is the way that you are growing up. The adults are very proud of you and care for you very well. Some of you told us that you know this and it makes you feel safe and happy. We could see that you enjoy school. You show this by your excellent attendance and behaviour, cheerfulness and willingness to work hard. You are very kind to one another and always help each other when this is needed. All of this helps your teachers a great deal. It is an important reason why you do so well in your learning and why your school is such a happy place.

We have asked the school to do one more thing. This is to improve the toys and other equipment in the Reception outdoor area, so that they are as good as the ones indoors.

Your headteacher really knows how to make your school even better. All of the other adults are helping her well. We know that you will also continue to help. Well done to you all and very best wishes for the future.

Yours faithfully

George Rayner

Lead Inspector