

Crown Wood Primary School

Inspection report

Unique Reference Number	109928
Local Authority	Bracknell Forest
Inspection number	337398
Inspection dates	14–15 January 2010
Reporting inspector	Graham Lee

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	John Throssell
Headteacher	Susan Bartlett
Date of previous school inspection	30 January 2007
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Introduction

This inspection was carried out by three additional inspectors. They spent around 65% of their time evaluating pupils' learning. The inspectors visited 13 lessons, taught by 11 teachers. They held meetings with governors, pupils and a number of members of staff. They observed the school's work, and looked at some of its documentation, including the school's development plan and information about the tracking of pupils' progress. They also considered the views, expressed in questionnaires, of pupils, staff and 102 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which the school's provision in Key Stage 2 challenges all pupils to achieve as well as they can, particularly the more able
- the opportunities pupils have to use information and communication technology (ICT) to support their learning
- the success of school leaders and governors in improving teaching and raising achievement
- the extent of any disruptive behaviour and its impact on learning.

Information about the school

Crown Wood has grown considerably since its last inspection and is now larger than the average primary school. It makes provision for the Early Years Foundation Stage in its two Reception classes and Nursery, which children attend on a part-time basis for morning and afternoon sessions. Most pupils are of White British heritage; the remainder are from a wide range of backgrounds. Very few speak English as an additional language. About one in five pupils has special educational needs and/or disabilities, which is broadly average. Their needs are wide-ranging but are mostly related to moderate learning difficulties, emotional and behavioural problems and specific learning needs. Some of these pupils attend the local authority's language and literacy centre, which is housed in the school and works with 58 pupils drawn from schools throughout Bracknell Forest. The provision in this facility was inspected only in terms of its impact on the Crown Wood pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the attainment and progress of pupils in Key Stage 2.

Children make a good start in the Early Years Foundation Stage and are now making much better progress in Key Stage 1. In recent years they have not built sufficiently on this firm foundation in Key Stage 2. Too many pupils have made slow progress and attainment has been low by the time they leave the school. More-able pupils, in particular, have not done as well as they should. While there was improved progress in English in 2009, the school's data indicate that many current pupils in the older year groups have made slow progress in reading and mathematics from their starting points in Key Stage 2.

Good care and support lie at the heart of the school's work and arrangements for the safeguarding of children are robust. There is a range of effective strategies in place to support vulnerable pupils and their families. For example, the success of the school's work with a number of pupils with behavioural and emotional difficulties has ensured that there have been no exclusions during the current school year. A number of pupils and a small minority of parents still have concerns about behaviour but during the inspection most pupils behaved well in lessons and around the school. Pupils with a range of special educational needs and/or disabilities are well supported and make satisfactory progress. Most pupils are keen to adopt a healthy lifestyle; they are knowledgeable about diet and participate enthusiastically in physical activities.

Attainment is much lower than it was at the time of the last inspection when the school was judged to be satisfactory. Although school leaders and governors have been slow to respond to the decline in the school's performance, there is a new sense of urgency which has seen clear improvements in some aspects of its work. The leadership team has been strengthened by the deputy headteacher and staff are committed to bringing about rapid improvement. The leadership team has established a clear view of the school's strengths and weaknesses. Training and more rigorous monitoring have led to improvements in teaching. In turn this is resulting in better progress in lessons as pupils are much clearer about what they are learning. Better use is being made of data to identify and tackle weaknesses. For example, a focus on writing has led to pupils' improved progress in this area.

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Much remains to be done. The most-able pupils are not always challenged as much as they should be in lessons. There are examples of teachers' marking that helps pupils to improve their work but sometimes this is not the case. Similarly, targets are being used effectively in some classes, to help pupils focus on the next steps in their learning, but this is not consistent. Too many pupils still say that they are unclear about how their work could be improved. A new system for tracking pupils' progress is helping to identify potential underachievement at an earlier stage and to hold teachers to account for the progress of their pupils. This remains at an early stage in helping to eradicate a history of underachievement. The new curriculum teams bring enthusiasm and ideas which are strengthening leadership at all levels. The information and communication technology (ICT) team, for example, has done a lot in recent times to ensure that technology is used more effectively to support learning in other subjects. The roles of these teams in raising achievement and improving teaching and learning are at an early stage of development. Nevertheless, the school's recent success in improving teaching and pupils' progress, notably in writing, indicates satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Accelerate pupils' progress in Key Stage 2 in order to raise their attainment by the end of Year 6 by:
 - ensuring that the more-able pupils, in particular, are challenged to achieve as well as they can so that more reach the higher levels
 - embedding new tracking and monitoring systems to ensure that pupils make consistently good progress.
- Ensure that all pupils are clear about how to improve their work by:
 - using marking consistently to show them how to make improvements
 - using targets effectively to support and challenge all learners.
- Develop the skills of leaders at all levels in improving teaching and raising achievement.

Outcomes for individuals and groups of pupils**4**

Although a minority of pupils indicate they do not enjoy school this was not evident in lessons. Most have good attitudes to learning and apply themselves well. They are keen to contribute their ideas and cooperate and collaborate effectively in pairs and groups. They respond well to the challenges they are presented with and seek to improve their skills and understanding. In a Year 6 mathematics lesson, for example, pupils of all abilities were rounding up numbers to the nearest hundred and thousand. They developed their thinking well and explained their strategies clearly to one another. The more-able pupils enjoyed the additional challenge of using calculators to explore five digit numbers. This is indicative of the better progress being made in Key Stage 2 although it is not yet consistent. Over the past three years pupils' attainment at the end

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of Year 6 has been low in English, mathematics and science and more-able pupils, in particular, have not made enough progress. Pupils with special educational needs have tended to make better progress. Effective support enables them to become confident learners and they make satisfactory, and sometimes better, progress in lessons and in small withdrawal groups. Attendance is broadly average but pupils' low attainment in basic skills indicates that their preparation for the next stage of their education is inadequate.

Most pupils say that they feel safe and that they have an adult they can turn to if they have a problem. A minority say that they have concerns in this area and also about behaviour. This may be historic as they talk about difficult pupils in the past. During the inspection behaviour was generally good in lessons and around the school. Pupils enjoy taking responsibility, for example, as peer mediators on the playground and running the tuck shop. They also take the roles as school councillors seriously, although the council does not yet have a clear enough voice in school improvement. While pupils develop a good understanding of moral issues and social responsibility their understanding of wider cultures and contribution to the wider community although satisfactory overall, is more limited.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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How effective is the provision?

The school is a caring community and there are warm relationships between adults and pupils. Its commitment to vulnerable pupils is illustrated by the appointment of a family support adviser who works closely with pupils and their families who are experiencing difficulties. For example, for a few of the pupils with emotional and behavioural problems, work on developing social skills is helping them to cope with their difficulties and to remain in school. A more rigorous approach has contributed to a steady rise in attendance and a significant reduction in persistent absentees. A well-trained and dedicated team of teaching assistants provides effective support for pupils with specific needs and moderate learning difficulties, enabling them to make satisfactory and sometimes better progress. There is good liaison with the language and literacy centre and pupils attending this facility benefit in terms of their overall progress.

Teaching is improving and there are examples of good teaching throughout the school. It is not yet consistent enough, however, to ensure that pupils make up for the underachievement of recent years in Key Stage 2. Teachers have good relationships with their classes and generally plan well to meet the needs of the wide range of abilities within them, although activities are not always sufficiently challenging to meet the needs of the most able pupils. They make good use of ICT to support learning and to provide links with other subjects. For example, in a Year 3 literacy lesson, pupils enjoyed creating animated accounts related to mythological stories they had been learning about in history. These links are quite well developed in other areas as well, for instance, Year 2 pupils were writing a description about the locality based on a photograph, which linked closely to work on the geography of the local area. Pupils are increasingly involved in assessing their own work but marking and target setting are not yet sufficiently consistent to give all of them a clear idea about how they can improve. The school provides a good range of extra activities and visits, which enhance pupils' enjoyment of their education and develop their social skills. The range of sports activities, in particular, contributes well to pupils' healthy lifestyles.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Recent appointments have strengthened leadership at all levels. The leadership team has established a clear and common commitment among staff to bring about the rapid

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improvement that is needed to address a history of underachievement. Staff are well motivated and have high expectations of their pupils. This is leading to accelerated progress in many lessons, as well as improvements in other outcomes such as behaviour and attendance. The school has set some challenging targets for the current year and is tracking pupils' progress more rigorously to ensure that they are achieved, as targets have been missed in recent years. This work is at a fairly early stage of development and it will take a concerted effort for some pupils in the current Years 5 and 6 to catch up. The school has a clear commitment to equal opportunities and overcoming any potential discrimination. This is evident in its monitoring of the progress of different groups of pupils, which shows that there are no significant differences related to the achievement of boys and girls, pupils with special educational needs or of different ethnic groups, although more-able pupils have been underperforming.

The governing body ensure that its statutory responsibilities are fully met. Arrangements for the safeguarding of pupils, for example, are robust and effective. While they are knowledgeable about the school and hold it to account in many aspects of its work, they have been slower to provide the necessary challenge about the decline in academic performance. The school works successfully in partnership with a range of agencies to support pupils' welfare. It also has a fruitful partnership with the language and literacy centre which enhances provision for pupils with special educational needs. Other curriculum partnerships are not as clearly successful in promoting pupils' learning. The responses to questionnaires indicate that the school has a productive relationship with most parents and carers although a small minority indicate that this is not the case. School leaders have a good understanding of the community it serves and is communicating well, for example, to different groups of parents. The school's strategy for community cohesion, however, beyond the immediate area, is at an early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Many children begin school with skills and understanding that are below the levels expected for their age. They settle quickly into the warm and welcoming Nursery environment. They become confident and eager learners and make good progress in the Early Years Foundation Stage to reach levels of skills, knowledge and understanding that are broadly average by the time they enter Year 1. They do particularly well in the development of mathematical and communication skills. Children do well because of good teaching and the provision of exciting activities which interest and engage them, particularly in the Reception classes. For example, during the inspection staff made good use of the icy conditions to develop learning. Children were excited to find their water tray full of snow and arctic creatures! There is a good balance of activities led by the adults and those that children choose for themselves. Staff assess children's progress well and use this information to plan the next steps in their learning. Generally good use is made of the outdoor area to promote learning although this is restricted in bad weather in the Nursery as there is no cover. Leadership and management are satisfactory. Staff work together very effectively in their respective teams, although an overview of the Early Years Foundation Stage as a whole is underdeveloped. While the school uses data at the end of the Early Years Foundation Stage to look at where children are doing well and what needs to be improved, leaders do not use it well enough to assess children's progress, particularly in the Nursery.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Nearly one in three parents and carers responded to the questionnaire. Most were positive about the work of the school. The overwhelming majority say that their children enjoy school, are kept safe and encouraged to adopt a healthy lifestyle. Those who added comments tended to commend the care and support provided for their children. The inspection evidence supports these positive views. A small minority of parents were critical of the leadership of the school in their responses and comments. Inspectors agree that leaders and the governing body have been slow to respond to the decline in

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the school's performance but the evidence suggests that there is a new sense of purpose which is leading to improvement. Other parents expressed concerns about how the school deals with challenging behaviour. While the school undoubtedly has a small number of pupils who present challenging behaviour from time to time, strategies for dealing with these issues are becoming increasingly effective and consistent as indicated by the reduction in exclusions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crown Wood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	52	41	40	8	8	0	0
The school keeps my child safe	41	40	53	52	6	6	0	0
The school informs me about my child's progress	29	28	56	55	17	17	0	0
My child is making enough progress at this school	30	29	52	51	16	16	2	2
The teaching is good at this school	26	25	58	57	12	12	0	0
The school helps me to support my child's learning	32	31	55	54	14	14	0	0
The school helps my child to have a healthy lifestyle	28	27	63	62	5	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	21	47	46	11	11	2	2
The school meets my child's particular needs	29	28	56	55	10	10	0	0
The school deals effectively with unacceptable behaviour	24	24	48	47	16	16	6	6
The school takes account of my suggestions and concerns	18	18	58	57	16	16	4	4
The school is led and managed effectively	23	23	47	46	21	21	5	5
Overall, I am happy with my child's experience at this school	37	36	54	53	11	11	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 January 2010

Dear Pupils

Inspection of Crown Wood Primary School, Bracknell, RG12 0PE

You may remember that I visited your school recently with two other inspectors. We enjoyed our time at Crown Wood and I am writing to thank you all for being so friendly and helpful. We thought you would like to know what we found out.

In the last few years pupils who have left at the end of Year 6 have not been doing well enough. Some of them have not made enough progress during their time in Key Stage 2. Those who found learning a little easier, in particular, did not make enough progress. There are signs that you are now doing better in lessons because the teaching is improving. It will take a while for some of you to catch up fully and we think the school needs to make sure that this happens quickly. We have given Crown Wood a notice to improve to help.

The school takes good care of you and you all seem to get on well with the adults around you. Although some of you said you were a bit worried about behaviour most of you behaved well during the inspection and were keen to learn. Well done! You particularly like the extra activities you have to do and the sport, especially, helps you to stay fit and healthy.

You have had a quite a lot of new staff in recent times and they are working hard with the headteacher to make things better for you. We have asked them to do a number of things that will help.

- We want your teachers to help you to do better by the time you leave the school. We have asked them to give those of you who find things a little easier even harder work that helps you to do as well as you can
- Through their marking and target setting, we want teachers to make sure that you all know how to improve your work.
- Finally, we have asked all the staff in charge of different subjects to help make sure that you do even better.

We wish you all the best in the future.

Yours sincerely

Graham Lee

Lead inspector

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