

Crown Wood Primary School

Address: Opladen Way, Crown Wood, Bracknell, Berkshire, RG12 0PE

Unique reference number (URN): 144048

Inspection report: 20 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ●
Needs attention	● ●
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Early years

Strong standard ●

The early years curriculum is highly ambitious for all children. It is sequenced very effectively to teach children the knowledge and skills they need. The environment is calm and welcoming. Provision for 3-year-olds is carefully thought out and matched well to children's developmental needs. Children learn to manage risk and grow in confidence from the start of their education. Staff build very positive relationships with parents and carers. This helps to maximise children's opportunities for learning. Children's behaviour is excellent. They are focused, and respond wonderfully to the well-established routines and staff's high expectations.

An above-average proportion of children reach the expected standard in all areas of learning. Reading is prioritised and phonics is taught expertly. Staff check children's starting points effectively, identifying any barriers to their learning. Disadvantaged children and children with special educational needs and/or disabilities receive the help they need to move successfully into Year 1.

Adult-led sessions are well taught. Regular, purposeful interactions with staff move children's learning on. For example, in the construction area, staff model key vocabulary and problem-solving strategies. They enable children to concentrate well and apply what they have learned independently. Overall, the provision supports children to build their early communication, physical and thinking skills excellently. By the end of the Reception Year, children are extremely well prepared for Year 1.

Expected standard ●

Attendance and behaviour

Expected standard ●

Pupils' attendance is close to or above national averages and improving. Leaders monitor attendance information thoroughly. They check patterns and trends to make sure that their strategic approaches are successful, particularly for individuals or groups who are at risk of lower attendance. Leaders provide appropriate support so that pupils attend punctually and regularly.

Overall, pupils have positive behaviour and attitudes. They are kind and respectful towards one another. Pupils generally understand the school's expectations for behaviour. Routines are well established. At social times, most pupils play well together and use resources appropriately. However, the behaviour of a small proportion of pupils does not set an excellent example for others at breaktimes. Leaders demonstrate calm authority, mutual respect and positive relationships, and this has set an orderly and respectful expectation across the school. Staff know pupils well. They have high expectations and apply the school's policies consistently. Staff have grown in confidence through the recent relaunch of the school's behaviour curriculum, which has already had a positive impact. Bullying and discrimination, online or offline, are uncommon. Leaders' checks show few repeated

incidents and quick resolutions to any issues. Pupils with special educational needs and/or disabilities receive the tailored support that they need to meet behaviour expectations.

Inclusion

Expected standard 

The school has a highly inclusive culture. Leaders equip staff with the expertise they need to support vulnerable pupils, including pupils with special educational needs and/or disabilities and those who are disadvantaged. Staff identify pupils' needs quickly and accurately. Where needed, staff work in partnership with specialist teachers, educational psychologists and a range of therapists to provide the tailored support that pupils need. The school's approaches to inclusion are appropriate. They are well implemented by staff to reduce barriers to pupils' learning and wellbeing. Trust and school leaders have clear and robust systems for checking how well these approaches are working.

Leaders know the school's context and the barriers pupils face well. They work closely with teaching staff to coordinate specialist advice and staff training so that these meet pupils' needs. The school's 'Treetops' provision provides a dedicated, nurturing space for pupils with particular barriers to learning. Pupils with disabilities receive the adaptations they need to access the curriculum successfully.

Leaders use additional funding successfully to support disadvantaged pupils, including those known or previously known to social care. The school uses alternative provision appropriately to help pupils experience success.

Leadership and governance

Expected standard 

Leaders, including governors and trustees, have a precise understanding of the school's strengths and the next steps needed. There have been recent changes to the school's senior leadership team. Leaders continue to build on previous school improvement strategies. With close support from the trust, they prioritise appropriately and act robustly to develop provision in all areas.

The school is part of a supportive community. Parents and carers feel involved. Leaders and staff have built trust through constructive and positive relationships with parents and the wider community.

There is a broad professional learning programme available for staff. Leaders draw on expertise from the trust and other agencies to create a culture of support and professional challenge. Leaders consider staff's emotional wellbeing thoroughly. Regular surveys identify any staff concerns, and leaders act to resolve them quickly. Teachers at an early stage of their career receive a broad training offer that helps them to make a very positive start.

Governors and trustees support and challenge leaders very effectively, leading to decisions that are taken in pupils' best interests, particularly disadvantaged pupils and those with special educational needs and/or disabilities. Governors and trustees are knowledgeable about, and fulfil, their statutory duties. They review and monitor the impact of policies robustly and carry out their roles well.

Pupils know the school's values well. They can give examples of when they have demonstrated these. For example, pupils talk about showing mutual respect and cooperation when mountain climbing during a residential trip in Wales, or helping each other in the school's outdoor learning provision.

There is a range of opportunities for pupils to broaden their talents and interests, including learning to play the guitar, singing with the choir and participating in athletics competitions against other schools. Disadvantaged pupils are targeted thoughtfully to help them participate in the school's extra-curricular activities.

Pupils are confident in knowing about online risks. For example, they know how to keep their personal details safe, as well as being critical of information presented through different media. The 'keeping safe' curriculum is comprehensive. It covers online safety, body safety, healthy relationships, road safety, community safety, fire safety and wildlife safety.

Pupils learn about diversity. They enjoy opportunities to debate different viewpoints and recognise the value of people thinking differently. Leaders coordinate a range of activities to help pupils develop their understanding. Assemblies, visitors and whole-school celebrations such as neurodiversity week all contribute to this well.

Pupil leadership opportunities are valued and appreciated, such as school councillors, library monitors, reading and mathematics ambassadors, eco-warriors and members of the trust-wide pupil parliament. Pupils understand how these mirror real-life democratic processes. Vulnerable pupils are actively encouraged to participate and are prioritised for roles and clubs.

Leaders prioritise responsibility and pupils' readiness for the next stage of their education. They have implemented a well-planned personal development programme that builds pupils' understanding and skills over time. This could be further strengthened to ensure that pupils build on what they already know and develop secure and detailed knowledge across all aspects of the programme.

Needs attention

Achievement

Needs attention 

Across the wider curriculum, significant numbers of pupils do not build their knowledge securely. Some pupils have gaps in their knowledge that hinder their progress through the curriculum. Leaders are aware of this and have begun a process of curriculum review. However, this work is at a very early stage, and it is too early to see the impact of it on pupils' achievement.

Pupils with special educational needs and/or disabilities make progress through the curriculum from their starting points. Disadvantaged pupils achieve well by the end of key stage 2. Many pupils achieve very well in reading. Children at the start of their education are ready for their next steps by the end of the Reception Year and pupils who did not achieve

well previously build their knowledge over time securely. The school's published outcomes reflect secure achievement overall in core subjects such as mathematics, reading and writing.

Curriculum and teaching

Needs attention 

Leaders have a very clear understanding of the quality of the curriculum and teaching across the school. They have constructed an ambitious curriculum that, broadly, gives pupils the knowledge they need for their next steps. However, in some subjects, such as geography and history, the curriculum does not build pupils' knowledge securely. While staff have appropriate subject knowledge, the effectiveness of their explanations, modelling and questioning varies. Similarly, pupils' writing skills do not develop well enough. Leaders have rightly identified these areas as priorities. They have taken steps to address them, but the improvements they have made are at an early stage. It is too soon to determine how effective they are.

In subjects such as mathematics and English, the curriculum is well sequenced. It sets out the knowledge and skills pupils need. Staff understand pupils' needs and starting points. They make adaptations to the curriculum to support pupils with special educational needs and/or disabilities. In these subjects, staff check pupils' understanding well and adjust their teaching accordingly. Phonics, for example, is taught expertly throughout the school. If any pupils fall behind in reading, they receive clear support that helps them to catch up with their peers.

What it's like to be a pupil at this school

Pupils are proud of their school. They say it is a happy, equal, caring place. Pupils feel safe. They are fully included in all aspects of school life and develop a clear sense of belonging. Disadvantaged pupils and pupils with special educational needs and/or disabilities are supported well. Where needed, pupils receive adapted resources so that they can access learning and progress well through the curriculum.

In subjects such as mathematics and English, pupils learn the curriculum securely. Reading is a particular strength. Children make a strong start in the early years, building the foundational knowledge and skills that they need. However, beyond the early years, in the wider curriculum, staff do not help pupils consistently well to build on what they have learned previously. As a result, a significant minority of pupils have gaps in their learning and do not achieve as well as they should by the end of key stage 2.

Pupils know the school's DREAM values of 'determination, responsibility, everyone together, aspiration and achievement, mutual respect' very well. Pupils feel safe and learn about how to manage risks effectively, including when online. They learn about fundamental British values, such as democracy and tolerance, and value the variety of assemblies, visitors to school, pupil roles and responsibilities. Generally, pupils are well prepared for life in modern Britain. Pupils attend regularly and punctually. If pupils struggle with attending school regularly, they get the focused support that they need. Bullying is not tolerated. Generally, pupils play respectfully and enjoy a range of team games and individual resources at

breaktime. However, a small number of pupils do not always set a positive example to their peers. Leaders have identified this, and their swift actions are already beginning to have a significant impact.

Next steps

- Leaders should ensure that all subjects are designed and taught consistently well across classes and year groups, so that pupils build on their prior knowledge securely over time.
 - Leaders should ensure that strategies to support pupils' behaviour in the playground and around school are developed even further, so that all pupils meet staff's high expectations during unstructured times.
 - Leaders should build on their effective work to improve pupils' writing skills, including transcription, so that all groups of pupils make the progress that they should within the writing curriculum.
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About this inspection

This school is part of Greenshaw Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, William Smith, and overseen by a board of trustees, chaired by Anne Spackman.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the interim headteacher and other school leaders. Inspectors also spoke with the trust's chief executive officer, the vice-chair and other trust leaders.

The inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

Since the last inspection, the leadership structure has changed. In January 2026, an interim headteacher was appointed.

Interim headteacher: Kathryn Ralley

Lead inspector:

Carl McCarthy, His Majesty's Inspector

Team inspectors:

Lynn Powell, Ofsted Inspector

Simon Woodbridge, His Majesty's Inspector

Nic Browne, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 20 January 2026

School and pupil context**Total pupils**

652

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

630

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

18.10%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.45%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.57%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	61%	Close to average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	70%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	75%	72%	Close to average
2024/25 (revised)	76%	72%	Close to average
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	75%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	73%	Close to average
2024/25 (revised)	72%	74%	Close to average
2023/24 (final)	74%	73%	Close to average
2022/23 (final)	83%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	46%	46%	Close to average
2024/25 (revised)	53%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	38%	46%	Close to average
2022/23 (final)	44%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	62%	Close to average
2024/25 (revised)	67%	63%	Close to average
2023/24 (final)	54%	62%	Close to average
2022/23 (final)	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	59%	Close to average
2024/25 (revised)	67%	59%	Close to average
2023/24 (final)	62%	58%	Close to average
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	60%	Close to average
2024/25 (revised)	73%	61%	Above
2023/24 (final)	54%	59%	Close to average
2022/23 (final)	61%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	46%	68%	-22 pp
2024/25 (revised)	53%	69%	-16 pp
2023/24 (final)	38%	67%	-29 pp
2022/23 (final)	44%	66%	-22 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (revised)	67%	81%	-14 pp
2023/24 (final)	54%	80%	-26 pp
2022/23 (final)	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	78%	-19 pp
2024/25 (revised)	67%	78%	-12 pp
2023/24 (final)	62%	78%	-16 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	80%	-17 pp
2024/25 (revised)	73%	81%	-7 pp
2023/24 (final)	54%	79%	-26 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	61%	79%	-18 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.3%	5.2%	Below
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	5.9%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	10.5%	13.3%	Close to average
2023/24 (3 term)	11.2%	14.6%	Close to average
2022/23 (3 term)	13.7%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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