

Inspection of Crowthorne Church of England Primary School

Duke's Ride, Crowthorne, Berkshire RG45 6ND

Inspection dates:	4 and 5 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2014.

What is it like to attend this school?

Pupils thrive in this excellent school. Staff expectations of pupils' personal, social and academic success are sky high. Pupils take tremendous pride in their work. They talk animatedly about their learning. Pupils achieve very well by the end of their time here.

The school is an oasis of calm. Starting from the early years, pupils learn to follow the clear routines and boundaries. They build strong relationships. Social times are extremely harmonious occasions. Pupils enjoy making dens and playing on the trim trail. They actively look out for the well-being of others.

Parents and carers speak highly of the school and its role in the community. Pupils value the many opportunities that nurture their interests and talents. They participate enthusiastically in clubs, such as fencing, street dance and archery. Members of the choir showcase their singing talents at events in the community and beyond. Pupils prize greatly their leadership roles, including as members of the school council, the eco-council and as house captains. They relish going on trips to the farm, the museum and Windsor Castle. One Year 3 pupil captured the views of others by saying, 'The best thing about our school is that it is the perfect place for everyone.'

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

The school is incredibly aspirational for its staff and pupils. The curriculum in all areas, including early years, is stimulating, creative and promotes deep thinking and discussion. The school has identified meticulously the essential knowledge that pupils will learn step by step. A rich array of trips, visits and visitors to school enhances pupils' tangible enjoyment of the subjects they study. Pupils rightly describe their learning as 'interesting, engaging and great fun'.

Staff identify the needs of any pupils with special educational needs and/or disabilities (SEND) quickly. Where necessary, they skilfully adapt the curriculum and provide excellent support. Consequently, pupils with SEND achieve very well from their individual starting points.

The school provides excellent opportunities to develop staff's expertise. As a result, staff have excellent subject knowledge. Across lessons, they use a wide range of extremely effective strategies and high-quality resources to help pupils learn exceptionally well. Pupils enjoy discussing and debating issues, including about global perspectives. Teachers adapt lessons seamlessly to address any key misconceptions if they occur. They make sure that pupils, including pupils with SEND, have a deep body of knowledge on which to build their future learning. Pupils, including the youngest children, make excellent progress through the curriculum.

Pupils are fluent and independent readers. High-quality phonics teaching helps pupils quickly develop the skills they need to be successful. Books are matched closely to the sounds that pupils know. Staff provide extra support for any pupils who struggle. This helps these pupils to improve their reading skills quickly and proficiently. Nurturing pupils'

love of reading is a central feature of the curriculum. For instance, Year 6 pupils relish supporting younger pupils with their reading in their role as 'reading ambassadors'. Pupils talk passionately about the diverse and interesting range of books they enjoy. One pupil said, 'We just can never stop reading because the more we read, the more we learn.'

There is a highly purposeful and productive atmosphere in classrooms. Pupils' outstanding attitudes towards their school and others begin in the early years. Here, children show high levels of respect and consideration. They learn to share resources, take turns and play together amicably.

The school's work to promote pupils' character is exceptional. Pupils have an excellent understanding of spiritual, moral, social and cultural aspects of life. For example, they learn to appreciate differences in the world because of the rich and extensive experiences provided by the school. These include visits to different places of worship and learning about other cultures, festivals and religions. Pupils learn how to look after their physical and mental health. They are taught how to stay safe online and understand what factors contribute to a positive relationship. Pupils think nothing of extending their support for the different causes they choose. For instance, pupils sponsor the education of a child in another country and collect donations to support charities in hard-to-reach parts of the world. They also raise awareness of important environmental issues, such as recycling, litter and road safety in the local area.

Leaders and governors have an accurate view of the school's performance. They are united in their vision to provide the very best opportunities for pupils and their families. Parents rightfully endorse the quality of education their children receive. Staff appreciate the training they receive to become excellent teachers. They find their workload reasonable.

Safeguarding

The arrangements for safeguarding are effective.

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	109962
Local authority	Bracknell Forest
Inspection number	10341250
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Tony White
Headteacher	Emily Hicks
Website	www.crowthornecofe.co.uk
Dates of previous inspection	29 and 30 January 2014, under section 5 of the Education Act 2005

Information about this school

- The school is designated as having a religious character. Its last Statutory Inspection of Anglican and Methodist Schools took place in July 2019, when it received a good judgement overall.
- The headteacher took up their post in September 2024.
- The school offers before- and after-school wraparound care.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders and seven members of the governing body, including the vice-chair of governors. The lead inspector also met with a representative of the local authority and a representative of the Diocese of Oxfordshire.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also considered other curriculum areas, including writing, art and design, science and geography.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times. They also considered the responses to Ofsted's online pupils' survey.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors reviewed the responses to the online survey, Ofsted Parent View. The inspection team considered the responses to the confidential staff survey and spoke to a wide range of staff about their views of the school.
- Inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and the school development plan.

Inspection team

Shazia Akram, lead inspector

His Majesty's Inspector

Lenny Williams

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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