

# College Town Junior School

Inspection report

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<b>Unique Reference Number</b>	109859
<b>Local Authority</b>	Berkshire
<b>Inspection number</b>	377998
<b>Inspection dates</b>	28–29 September 2011
<b>Reporting inspector</b>	Janet Sinclair

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	287
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sarah Holman
<b>Headteacher</b>	Mrs Jill Ward
<b>Date of previous school inspection</b>	25–26 March 2009
<b>School address</b>	Branksome Hill Road College Town Sandhurst GU47 0QE
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons or part-lessons, observing 12 teachers and several teaching assistants. Inspectors also held meetings with members of the governing body, senior staff and groups of pupils. They scrutinised samples of pupils' work and looked at a wide range of documentation including policies, the school development plan and records of pupils' progress. They considered the 60 responses from questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The attainment and rates of progress for all groups of pupils, but particularly more-able pupils.
- The extent to which teaching and assessment are supporting pupils' progress and the impact of actions to secure improvement.
- The impact of all leaders in driving improvement and accelerating progress.

## Information about the school

College Town is an average-sized junior school. The proportion of pupils with special educational needs and/or disabilities is above average. The range of needs includes autistic spectrum disorder and speech and language difficulties. The proportion of pupils known to be eligible for free school meals is below average. The school has an above-average proportion of pupils who speak English as an additional language, some of whom are at an early stage of learning English. A large majority of these pupils are Nepalese.

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

College Town is a satisfactory school. It has some good features, particularly its friendly atmosphere and strong caring ethos. The headteacher has worked hard to provide a good range of enrichment activities for pupils, a supportive learning environment and a staff team that work well together. Pupils enjoy school and their attendance is good. Parents and carers appreciate the welcoming atmosphere, the good emphasis on safety and their children's enjoyment of all that is on offer.

Attainment is broadly average by the end of Year 6. Pupils make satisfactory progress in writing and mathematics and good progress in reading, given their starting points. Pupils' rate of progress in reading has accelerated recently due to a good emphasis on developing a clear focus on the next steps in pupils' learning and regular reading time in class. Teachers manage and organise lessons well so that pupils enjoy their learning. However, they do not always match work well enough to meet pupils' needs, especially for the most able. As a result, pupils do not consistently make the progress of which they are capable. While teachers carefully mark pupils work, they miss opportunities to involve them in improving it by encouraging them to respond to marking, assessing how well they have done or giving them clear targets for their learning. Additionally, although lessons are interesting and motivating, they sometimes start at a slow pace so that pupils are not always engaged quickly enough.

The school is an inclusive community where pupils feel safe and confident of adult support should they need it. It takes good care of those pupils whose circumstances render them potentially vulnerable, through effective systems and strong links with external agencies that support both pupils and their parents and carers well. Pupils have a good understanding of healthy lifestyles and know the importance of a healthy diet and exercise. School councillors are proud of the role they play within the school. For example, they meet with parents and carers new to the school, make improvements to outdoor play equipment and are involved in charity fundraising events. Good spiritual, moral and social development is seen in pupils' respect for each other, their good understanding of right and wrong and the way they work well together. Their cultural development is satisfactory. Although they engage well with each other within their diverse school community, their knowledge of national and global communities is less well developed.

Senior leaders have a clear overview of the school and what they need to do to ensure further improvement. They have worked hard to improve progress in reading, which is now good. Rates of progress overall are beginning to accelerate due to the recent introduction of increasingly effective tracking systems that enable them to

more clearly target support for pupils. They are aware that monitoring of teaching is not rigorous enough to ensure a higher level of consistency in classroom practice. Through the school development plan, they clearly identify the key areas to target for further improvement. However, success criteria are not always specific enough to enable them to clearly measure their effectiveness. Overall there is a trend of improvement that shows the school has a satisfactory capacity for further improvement.

About 40% of the schools whose overall effectiveness is judged as satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

### **What does the school need to do to improve further?**

- Raise attainment and accelerate progress by ensuring:
  - there is a better match of work to pupils' needs, particularly the more able
  - greater involvement of pupils in improving their work through more consistent use of targets for their learning, self-assessment and opportunities to respond to teachers' marking
  - pupils are engaged quickly in their learning at the start of lessons.
- Increase consistency in pupils' learning through greater rigour in monitoring classroom practice.
- Improve school development planning through the use of success criteria that are specific and measurable to enable the school to more accurately check the impact of the school's actions.

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

<b>3</b>
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Attainment is broadly average. Pupils make satisfactory and sometimes good progress given their starting points. Progress is accelerating due to effective interventions to support those groups and individuals previously not making enough progress.

Pupils enjoy their learning and this was particularly noticeable when pupils in one class were writing their responses to the question, 'What if the sun never set?' They wrote copiously and were keen to share their responses with the class. In a mathematics lesson, pupils enjoyed the good opportunities they had to explain the strategies they used in carrying out subtraction of large numbers and listened well to the ideas of others. However, more-able pupils found the subsequent tasks very easy so were not fully challenged, and their progress slowed. Pupils are keen to learn and this is shown in their good attitudes and well-presented work. They also enjoy being involved in making their work better but do not get enough opportunities to do so. Although pupils are attentive and well behaved, they sometimes lose interest when they are not fully challenged because work is too easy for them or lessons start at too slow a pace. This limits their progress.

Pupils learning to speak English as an additional language, those with special

educational needs and/or disabilities and those eligible for free school meals all make similar progress to their peers. Pupils with special educational needs and/or disabilities benefit from small group work that focuses on their needs. For example, they enjoyed rewriting a well-known story, using their phonic skills. They were keen to read them to the class, which they did confidently and with pride in their achievement. Pupils who speak English as an additional language receive in-class support to help develop their language skills and this supports their learning appropriately.

Pupils enjoy school and get on well with each other. They say they definitely feel safe in school because ‘bullying is not tolerated and any incidents are taken very seriously by adults.’ Peer mediators, who receive training for the role, are also helpful in resolving problems at playtimes. They enjoy all the physical activities, such as ‘Kick Start’ and after-school sports clubs, which help them to have a healthy lifestyle. Pupils’ literacy and numeracy skills are satisfactory, which prepares them adequately for their future economic well-being.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

Teachers have good relationships with pupils and use praise well. This ensures pupils are motivated to learn and confident to contribute. Good use of resources such as interactive whiteboards, poems and planning grids supports learning well. In some lessons, pupils are engaged well through effective questioning and opportunities to explain their thinking which challenges them fully. Similarly, some teachers involve pupils well in improving their work through effective marking, clear targets for their learning, and self-assessment. However, this is not consistent practice. Too often, tasks are not targeted at the full range of abilities in the class and the pace at the start of lessons is slow. These limit the progress pupils make. Teaching assistants make a good contribution to pupils’ learning, particularly for those with special educational needs and/or disabilities, through small group work that is focused on their learning needs.

The curriculum is broad and balanced and satisfactorily meets the needs of pupils. Interesting topics, such as ‘Take One Picture’, ensure good pupil involvement and appropriate cross-curricular links. The curriculum is enhanced well by a wide range of after-school clubs, such as judo and tag rugby, that have a high pupil uptake. Additionally, the school won the Berkshire indoor athletics championships in 2011. The school is aware of the need to make better provision for more able and gifted and talented pupils within the curriculum. The school takes good care of pupils whose circumstances render them potentially vulnerable and provides well for them within the classroom. For example, the school employs a home-school link worker who provides social skills and nurture groups for pupils as well as working closely with parents and carers. This ensures close attention to pupils’ personal development. Effective links with the partner infant and secondary schools and an extensive programme of visits ensure a smooth transition as pupils join and later leave the school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Senior leaders have a clear vision for the school. This is shared by year group leaders and subject managers who are working hard to secure improvement. Examples are the recent drive to improve reading and the current focus on improving writing through the use of a published scheme. Analysis of data enables them to target areas for improvement and provide staff training, for example in spelling. Leaders are very pleased with the new tracking system that enables them to monitor pupils’ progress more accurately and consequently target support more effectively. However, they are aware that they are not yet supporting the more-able pupils well enough. This shows a satisfactory and improving commitment to promoting equality of opportunity and tackling discrimination.

The partnership with parents and carers is good. The school ensures they are well informed through termly curriculum newsletters and ‘meet the teacher’ sessions at the start of the school year. It also seeks their views through regular questionnaires. Good partnerships enrich provision and effectively support pupils’ good personal development, for example an information and communication technology specialist who provides stimulating sessions on data logging, and good links with the secondary school for science teaching. The governing body is enthusiastic and fully supportive of the school. While committees are used effectively to ensure governors know the strengths and weaknesses of the school, they are not yet fully effective in holding the school to account for its actions. Systems for safeguarding pupils are well established and all policies and training are up to date. Pupils are given talks on wider safety issues such as road safety, cyber bullying and stranger danger. The school knows its local community well and has good links with it, including the provision of family learning workshops and support for Nepalese pupils and their families. All pupils get on very well together. However, there has been limited assessment of the effect of its work and national links are less well developed.

*These are the grades for leadership and management*

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



## Views of parents and carers

Fewer than the average number of parents and carers responded to the inspection questionnaire. Those returned indicate that the vast majority of parents and carers are very happy with the school and what it provides. They consider that their children enjoy all that the school has to offer and all those responding were confident that their children were kept safe. The main concerns expressed were about their children's progress and how the school helps them to support their child's learning. The inspection team found that progress was satisfactory and accelerating. The school provides curriculum newsletters and workshops, meetings with staff to discuss their children's progress and homework sheets to ensure parents can support their children's learning.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at College Town Junior 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.

Inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 287 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	60	23	38	0	0	0	0
The school keeps my child safe	38	63	21	35	1	2	0	0
The school informs me about my child’s progress	20	33	33	55	5	8	0	0
My child is making enough progress at this school	23	38	30	50	6	10	1	2
The teaching is good at this school	25	42	32	53	2	3	0	0
The school helps me to support my child’s learning	27	45	26	43	6	10	0	0
The school helps my child to have a healthy lifestyle	30	50	29	48	1	2	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)	27	45	25	42	2	3	0	0
The school meets my child’s particular needs	22	37	33	55	3	5	0	0
The school deals effectively with unacceptable behaviour	22	37	33	55	3	5	2	3
The school takes account of my suggestions and concerns	26	43	29	48	3	5	0	0
The school is led and managed effectively	33	55	21	35	3	5	0	0
Overall, I am happy with my child’s experience at this school	32	53	22	37	3	5	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



30 September 2011

Dear Pupils

### **Inspection of College Town Junior School, Sandhurst GU47 0QE**

I am writing to tell you how much we enjoyed our visit to your school. We were pleased to learn that you enjoy school and are keen to take on the many responsibilities that you are given. This is reflected in the questionnaires that you returned to the inspection team. Your school is giving you a satisfactory education. This means that it does some things well but some things still need to be improved.

Here are some of the best things about your school.

- You make good progress in your reading.
- You know a lot about keeping safe and being healthy.
- Your headteacher and all the staff take good care of you and you in turn feel well supported and get on well together.
- You enjoy school, especially the many additional activities and clubs that are on offer.

These are the things we have asked your school to do to help you learn even more.

- Ensure that work is always challenging, you are regularly involved in improving your work and lessons start with a good pace so that you make good progress.
- Ensure leaders carefully check that all teachers provide similar experiences for you in class so that you all learn well.
- Ensure that the key areas for improving your learning are clearly set out so that the school can measure just how well you are improving.

You can all help by keeping up the good work in your reading.

We enjoyed talking to you and wish you every success for the future.

Yours sincerely

Janet Sinclair  
Lead inspector

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