

College Town Junior School

Branksome Hill Road, Sandhurst, Berkshire, GU47 0QE

Inspection dates 17–18 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Until recently leaders have been too slow in setting high enough expectations of pupils and so too many have not reached their full potential.
- Teachers' planning is not consistently good to allow all pupils to do work that supports and challenges them. Teachers' questioning does not routinely check on the understanding of the whole class.
- Additional adults are not always managed well and there are times in lessons when they are not contributing to pupils' learning.
- Pupils do not do as well as they should in writing because they are not given precise enough guidance as to how they can become better writers and write too little in other subjects and contexts.
- In mathematics progress is slowed by pupils not having enough opportunities to use their skills in contexts that mean something to them.
- Targets set to improve teachers' performance are not precise enough and checks on the quality of teaching lack rigour.

The school has the following strengths

- Leaders and managers are addressing many of the historical issues and have the confidence of staff. As a result, the school is improving.
- Reading is promoted well across the school and pupils develop a love for reading and make good progress.
- The school works well with the families of potentially vulnerable pupils enabling pupils to take a full part in the school community.
- Pupils' behaviour is good and pupils feel happy and safe at school. They are very polite and enjoy good relationships with adults and each other. When they leave the school they are confident young people.
- The school provides a good range of extra-curricular activities, particularly in sport, and participation is good.

Information about this inspection

- Inspectors observed 19 lessons, of which four were joint observations with the headteacher. In addition, inspectors made a number of other short visits to lessons. They also looked at pupils' books and observed other aspects of the school's work.
- Meetings were held with three governors, including the Chair of the Governing Body, and teachers. Pupils took inspectors on a tour of the school. The inspectors also listened to and spoke to pupils about their reading. A meeting was held with a representative of the local authority.
- Inspectors took account of the 45 responses to the online questionnaire (Parent View) and spoke to parents and carers at the school gate. Inspectors reviewed 26 questionnaire responses from staff.
- A number of documents were looked at, including the school's own information relating to pupils' achievement, the school's self-evaluation summary and school development plan, planning documentation, records relating to behaviour and attendance and checks on teaching, policy documents and documents relating to safeguarding. The inspectors also looked at the school's website.

Inspection team

Martin Marsh, Lead inspector

Additional Inspector

Shela Rowan

Additional Inspector

Kanwaljit Singh

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- One in every four pupils is known to be eligible for the pupil premium (additional government funding which supports pupils known to be eligible for free school meals, looked after children or children of service families). In this school one in 11 pupils is known to be eligible for free school meals which is well below average but one in four are children from service families.
- One in six pupils who are disabled or have special educational needs are supported on school action, which is above average, and a similar proportion are on school action plus or have a statement of special educational needs, which is also above average.
- Nearly a quarter of pupils belong to ethnic groups other than White British, a significant proportion of whom being from Nepalese backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, two years ago, there has been significant changes of staffing with only two teachers remaining in the school from the last inspection. Six newly qualified teachers were appointed in September 2012 and another two in September 2013. In addition, the senior leadership team and the governing body have been restructured.

What does the school need to do to improve further?

- Improve the quality of teaching to be at least good by:
 - planning work that is at the right level to support and challenge all pupils
 - giving pupils more opportunities to use their writing skills in a range of different subjects and contexts
 - making sure that teachers' questioning is used to check the understanding of the whole class and keeps all pupils totally focused
 - managing additional adults so they have a specific role in supporting pupils' learning in all parts of the lesson.
- Raise achievement in writing and mathematics by:
 - making sure that when pupils are writing they have a clear idea as to how to improve
 - giving pupils more opportunities to deepen their learning in mathematics through applying their skills in a wider range of realistic contexts.
- Develop the role of leaders at all levels by:
 - making sure that challenging targets are set for all pupils and that progress towards these targets is rigorously checked
 - improving the rigour in checking on the quality of teaching, identifying clear targets to improve individual teacher performance and following up to ensure that they are met.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils enter the school with standards of attainment in English and mathematics that are in line with national averages. In 2011 and 2012 pupils left the school with standards that were in line with national averages but the school's data for 2013 indicate that Year 6 attained at an above average level. The attainment of current pupils is improving overall but there are still some classes and subjects where it is lower than it should be.
- Progress in writing and mathematics is not fast enough. In writing, pupils do not have enough opportunity to write for sustained periods and when they do, not enough guidance is given to them as to how they might improve their writing. As a result, they often 'practise their faults'. They also do not get enough opportunity to write in other subjects and contexts outside of English lessons.
- In mathematics, although pupils are confident with basic arithmetic, not enough time is spent using these skills to solve real-life problems.
- Pupils who are more able progress similarly to other pupils in reading and mathematics with similar proportions to those nationally attaining the higher levels. Able pupils progress more slowly in writing.
- Based on 2012 end of Key Stage 2 data, pupils known to be eligible for free school meals do as well as other pupils in English and mathematics. Children from service families' benefit from the additional funding and in many cases do better than pupils from non-service families. This is due to well-focused additional help from adults outside the classroom. Current progress information indicates that this is set to continue. This shows the school is successful in promoting equality of opportunity in learning.
- Pupils are taught how to read well and make good progress. They develop a love of reading and books because this is promoted well by the school. When pupils have difficulty with reading they are provided with good help and support.
- The progress of disabled pupils and those who have special educational needs, children from Nepalese families and other pupils who do not speak English as their first language is similar and sometimes better than other pupils. The additional help they get out of lessons is well planned for their needs.

The quality of teaching

requires improvement

- Teaching in some lessons fails to capture pupils' imaginations because it is not well planned to meet their interests and needs. Often pupils are unsure how they can improve their work, particularly when they are writing, and therefore the pace of their learning slows.
- Pupils respond well to challenge. In an outstanding Year 6 lesson, pupils who had difficulty with writing were totally focused on a story referring continuously to the prompts that the teacher had given them to reflect on the quality of their work.
- The quality of questioning is variable. While teachers have interesting dialogues with pupils during whole-class teaching sessions, not enough is done to check that all pupils are listening and learning and so pupils sometimes lose concentration and interest. In a Year 4 mathematics lesson, the pupils were totally involved in thinking about whether 0.3 or 0.35 was closer to one. The teacher's good questioning enabled many pupils to develop the strategy of multiplying both numbers by 100 and checking which was closer to 100 to solve the problem.
- Marking is supportive of pupils and there are good examples of teachers setting questions to pupils to make them think more. However, this is not yet consistent across the school.
- The work of additional adults in lessons is not managed consistently well. In some lessons, they

are unsure of their role and there are times when they are making no contribution to learning. As a result, pupils who could benefit from the additional help do not quicken their progress.

- Pupils enjoy good relationships with each other and their teachers. When they work in groups or pairs they support each other well and learn from each other. A few pupils told inspectors that they would like more opportunities to work on their own in silence and the inspectors did see lessons where this would have helped pupils to sustain their concentration.

The behaviour and safety of pupils are good

- All parents and carers spoken to at the school gate or who responded on Parent View believed their children were safe and happy in school and the pupils told inspectors the same thing. They are respectful to adults and care for each other very well.
- Pupils are proud of their school and were eager to take inspectors on a tour at the start of the inspection. Inspectors observed pupils playing safely and considerately in the playground and behaving very well around school in corridors, in the dining room and in assembly. Intervention by adults to manage behaviour is very minimal because there are clear expectations laid down which all pupils understand and follow.
- There is no bullying in school and the school has no recorded incidents of bullying in the last two years. Pupils understand about cyber bullying and how to stay safe on the internet. The school promotes pupils' understanding of rights and responsibilities and they understand this and respond positively towards it.
- The pupils understand how important it is to be healthy and respond positively through their good participation in the many opportunities they are given to take part in sports and physical activities. The school has a good plan in place to use the additional government funding to increase participation in sport and has added additional funds out of its budget to promote this.
- Pupils' attitudes to learning are good but there are times, when teaching is less strong, that they lose concentration and so their behaviour is not outstanding.
- Attendance is average and pupils typically arrive for school on time.

The leadership and management requires improvement

- Historically, expectations of what pupils can achieve have been too low and as a consequence pupils have not reached their full potential. Systems to check on progress are now in place and data are being used more effectively to identify and target underachievement. As a result, standards have been improving since the last inspection. However, there are still too many current pupils not progressing well enough because targets are not challenging enough.
- Checks on the quality of teaching lack rigour and targets set for individual teachers to improve are not precise enough and are not followed up assiduously. This is why not enough teaching is good and outstanding.
- The school has had a high rate of turnover of staff since the last inspection with many teachers new to the profession joining the school. The school has supported them well and they are enthusiastic about how the school has helped them develop. The improvement in standards has been achieved even with this turbulence.
- The school now has a very clear vision as to how it can improve and its plans for the future correctly identify priorities. The skills of the restructured senior leadership team complement each other well and they are moving the school in the right direction. All staff fully subscribe to what the school is trying to achieve.
- The school has the support of its parent community. The school provides particularly good help for pupils and families who are going through difficulties, helping pupils to attend well and take a full part in school life. The role of the school's family support adviser is pivotal to this process.
- The curriculum provides for a good range of extra-curricular opportunities, school visits and

visitors to school. It makes a good contribution to promoting pupils' spiritual, moral, social and cultural development.

- The local authority has successfully challenged the school to improve attainment of pupils at the end of Year 6 and given good support in developing teachers new to the profession.
- The improvement in attainment at the end of Year 6, the good progress that pupils make in reading and the rising standards despite having a high turnover of staff are all evidence that the school has the capacity to improve.

■ **The governance of the school:**

- The governors provide a good level of challenge to the school. They have a good understanding of what needs to be done and acknowledge some complacency in the past. As a result of improvements made, a review of their performance is unnecessary. The restructuring of the governing body and the care with which progress towards school priorities is checked are having an impact on the rising standards. The governing body takes training seriously and avails itself of the local authority's governor support service especially for new governors. Finances are managed effectively and it is aware of the impact of the pupil premium funding on the progress of eligible pupils. The governors have given good support to the school in managing staff who are underperforming. They understand the close link between teachers' pay and performance. The governors give appropriate support to the school in meeting safeguarding responsibilities, including those in relation to recruitment, and the school's systems for safeguarding meet statutory requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109859
Local authority	Bracknell Forest
Inspection number	426416

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	Gary Lindsay
Headteacher	Jill Ward
Date of previous school inspection	28–29 September 2011
Telephone number	01276 35292
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