

# College Town Junior School

Branksome Hill Road, College Town, Berkshire, GU47 0QE

## Inspection dates

7–8 October 2015

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, staff and governors have worked very well together to improve teaching and learning since the previous inspection, fully addressing the areas identified for improvement.
- Teaching is effective and continues to improve. It is lively and engaging, ensuring that pupils are interested and keen to do well.
- Teachers have high expectations of all pupils. They regularly check that they are learning well and give them good advice about how they can improve their work.
- Pupils make good progress and achieve well in reading, writing and mathematics. By the end of Year 6, pupils are well prepared with the knowledge and personal skills to support them in the next stage of their education.
- College Town Junior School is a friendly and inclusive school. Pupils are polite and well behaved. All parents who completed the online questionnaire feel their children are happy in school.
- Sports premium funding is used particularly well to support pupils' personal development and their achievement in physical education.
- The deputy headteacher provides highly effective leadership for inclusion, including for disabled pupils and those with special educational needs.
- Pupils who speak English as an additional language are very well supported and make the same good progress as their classmates.
- Substantial improvements in subject leaders' roles have strengthened developments in the school.

### It is not yet an outstanding school because

- Not all teachers know how to equip the most-able pupils with the skills they need to interpret more challenging texts at a deeper level.
- There is a small gap in attainment between disadvantaged pupils and others nationally.

## **Full report**

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

- Make sure that all teachers are equipped to teach higher-level reading skills, such as deduction and inference, so that all pupils, especially the most able, achieve their full potential in reading.
- Continue to work on closing the small gap in attainment between disadvantaged pupils and their peers nationally.

## Inspection judgements

### Effectiveness of leadership and management is good

- The school is a happy, cohesive community. Staff work together cooperatively and professionally, willingly sharing ideas and helping each other to improve their practice. The deputy headteacher's skills and experience complement the headteacher's very well. Together, they have established a learning culture in which both staff and pupils are eager to learn and improve.
- All staff who completed the questionnaire are positive about the school's work. Several commented on the whole school's commitment to improving its work since the previous inspection and a shared vision for the school's future. One said, 'I have been privileged to be part of the school's journey of improvement. I am so proud to be a member of staff here.'
- The headteacher has worked with determination to address all areas for development identified at the previous inspection. She evaluates teaching perceptively and knows how to support teachers to improve their practice further.
- Leaders have ensured that improvements in pupils' achievement are sustained. For example, they responded promptly to a dip in pupils' achievement in reading in 2014, with rapid improvements last year as a result. Leaders' plans for the next stage of the school's development are accurate and sharply focused on ensuring pupils achieve their full potential.
- Senior leaders have high expectations of all staff. They use consistent performance management procedures to evaluate teachers' practice and to secure improvements in the quality of teaching. The deputy headteacher makes sure that teachers who are new to the profession are given high-quality support and advice to develop their practice.
- Senior leaders have made sure that subject leaders play a more substantial part in the school's development than previously. Subject leaders now have a close understanding of which aspects of the school's work need further development and the reasons why this is so. They play an important role in checking pupils' progress in their subject area, liaising with senior leaders and teachers so that all staff are clear about pupils' needs.
- The deputy headteacher provides exceptional leadership for inclusion. He successfully champions the cause for those pupils who need extra help, working closely with teachers and teaching assistants to check pupils' progress meticulously and to ensure that additional support is working.
- Additional pupil premium funding is used effectively. For example, the family support adviser has strengthened links with parents and, at times, identified agencies that can provide specific support where needed. While there are relatively few disadvantaged pupils in each year group, leaders and teachers check their progress rigorously, making changes to teaching according to pupils' needs. They are committed to closing the remaining small gap in attainment between these pupils and their peers nationally.
- Leaders use the sports premium very well to encourage pupils to be physically active and to enjoy sport. The sports coach's skilful teaching motivates pupils of all abilities, backgrounds and fitness levels to participate in a wide range of sports. He successfully encourages pupils to try out new activities and to improve their individual performances.
- The school promotes British values well through its positive and inclusive ethos and through a range of activities. A group of Year 6 pupils learnt about the Magna Carta during a recent trip, while elections to the school council give pupils an understanding of democracy. The school's effective sports provision develops pupils' appreciation of personal qualities such as teamwork, leadership and fair play.
- Good provision for spiritual, moral, social and cultural development helps to prepare pupils to take their place in modern Britain. They understand that people have a range of beliefs and they respect a variety of viewpoints. Pupils empathise strongly with people in difficulty. For example, they recently worked hard to raise funds to support the Nepalese people following the earthquake in Nepal.
- The local authority provides effective support for the school. For example, local authority English and mathematics advisers have worked productively with leaders to confirm the accuracy of teachers' assessments of pupils' learning.
- The curriculum is well designed to appeal to pupils' interests and to provide them with a broad and balanced education. Teachers work with leaders to make decisions about when and how aspects of the curriculum are taught so that they can contribute ideas about activities. Teachers and pupils also have opportunities to make choices about particular aspects of topics they would like to explore, such as a

recent project in Year 5 which considered men's and women's roles in Anglo-Saxon Britain.

- Leaders check regularly that the curriculum is enabling pupils to achieve well. Last year, for example, they recognised and rectified a few gaps in the Year 3 curriculum by putting in additional teaching material. Leaders have rightly identified that teachers in all classes need training to ensure they are able to teach all aspects of the new reading curriculum to a sufficiently high level.
- Learning is supplemented by a wide variety of clubs, such as world craft club, football, science and dodgeball. These are very popular with pupils and make a valuable contribution to their enjoyment of school, well-being and overall progress.
- **The governance of the school**
  - Governors play a much more rigorous role in the school's work than at the time of the previous inspection. They look closely at the progress different groups of pupils make and ask leaders searching questions about pupils' learning. Senior leaders analyse achievement information and prepare reports for governors well in advance of their meetings to ensure governors have plenty of time to consider the information for themselves and to raise questions.
  - To ensure all pupils achieve their full potential, leaders and governors give the achievement of the vulnerable, those who have special educational needs and the children of service families a high priority. Close links with the Sandhurst Royal Military Academy strengthen governors' understanding of service families' needs. Local authority training has increased their confidence in using national performance data to check the school's performance in relation to other schools.
  - Governors have a good understanding of the strengths and development needs in teaching because they regularly receive senior leaders' reports on the quality of teaching. In addition, their visits to the school give them a flavour of what learning is like for pupils in the classrooms. Governors are very clear about procedures for staff salary progression and about the use of performance management procedures to improve teachers' practice. They ensure that criteria for increasing staff pay are rigorously applied. To ensure she is up to date and well informed about the school's work, the chair of governors has weekly discussions with the headteacher.
  - Governors know how funds are used, including the sports premium and pupil premium. For example, they recognise the valuable role, funded by the school, played by the family support adviser in liaising with parents and know how this is making a difference to pupils' progress.
- The arrangements for safeguarding are effective. Staff and governors are well qualified in safeguarding procedures. They regularly check and update policies to ensure they meet statutory requirements and make sure that necessary recruitment checks have been completed. The family support adviser makes sure the headteacher is aware of any issues which may affect pupils' learning and well-being so that extra support can be arranged where needed.

## Quality of teaching, learning and assessment is good

- Teachers have high expectations of all pupils, regardless of ability or background. They expect pupils to do their best in every subject. They have the same high expectations of pupils' writing in all areas of the curriculum so that their written work in science, for example, is the same good quality as that in their English books. Pupils say that teachers set work which is at the right level of difficulty and usually makes them think hard.
- All teachers mark pupils' work in line with the school's policy. They give pupils consistently useful advice about how they can improve their work. Pupils say they find their teachers' comments helpful. The work in their books shows that they regularly read their teachers' suggestions and do their best to put them into practice.
- In mathematics lessons, teachers and teaching assistants successfully show pupils how they can use practical equipment to solve mathematical problems. They encourage them to have a go at tasks they find more difficult and to learn from their mistakes.
- Teachers use questioning flexibly in lessons to check how well pupils are learning. They are sensitive to the needs of those pupils who need a little more time to think about their answers and are quick to make changes to the lesson to meet pupils' emerging needs and misconceptions. This helps pupils to become more confident about their learning and about making contributions during lessons.
- Teachers make sure pupils read to an adult regularly, which helps them to read more fluently. Classroom reading areas provide well-resourced, tidy and comfortable places for pupils to choose and read books. Teachers supplement reading scheme books with a wide range of material to appeal to pupils' interests.

- Teachers give pupils interesting and relevant writing tasks in different subjects, so that pupils regularly practise writing for different purposes, such as writing letters, newspaper reports and poetry.
- Teachers new to the profession have quickly established themselves with pupils, staff and parents. Their passion for teaching is reflected in their pupils' enthusiasm for learning.
- Teaching assistants give pupils good-quality support. Training has ensured that they are confident about how best to support pupils during lessons. They give those pupils for whom English is an additional language specific help to master and practise the key words they need to learn effectively.
- Teachers quickly assess the abilities and needs of those pupils who arrive partway through the school year and put effective support in place.
- Teachers and teaching assistants are attentive to the needs of disadvantaged and vulnerable pupils. They make sure that their circumstances do not impede their learning or their enjoyment of school.
- Short, daily sessions in mathematics and English effectively support disabled pupils and those with special educational needs, ensuring they are better placed to do well during whole-class lessons.
- Last year, skilful English teaching for a group of the most-able Year 6 pupils helped them to learn higher-level reading skills. However, not all class teachers have the subject knowledge to reinforce and build on this good learning in the classrooms. Leaders have rightly identified the teaching of skills such as inference and deduction as needing further development.

## **Personal development, behaviour and welfare** are good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Pupils say adults take good care of them.
- Well-established routines and clear rules ensure pupils' well-being. Pupils feel safe because they know that the doors and gates are secure and say their parents are told if they have an accident or bump their heads. Most parents who completed the online questionnaire feel children are safe in school.
- Parents and pupils say that bullying is rarely an issue but that occasionally a few pupils are unkind and when this is the case, adults are quick to solve any problems. This view is supported by school records which indicate that leaders respond fully and appropriately to any worries.
- Pupils learn about e-safety so they know what they can do to use the internet more safely. For example, they know that it is unwise to give any personal information when using the internet and understand why they should not speak to strangers. They know that their teachers keep a check on their school email accounts to make sure they are safe when using the internet and this helps them to feel secure.
- Pupils' attendance has steadily improved over the past three years and is consistently in line with the national average. The family support adviser plays a key role in helping some pupils to attend regularly.
- The well-attended breakfast club provides a happy, sociable start to the school day for those who attend. Activities such as relay races and team competitions make a valuable contribution to pupils' health and well-being. Staff working in the club are enthusiastic and well qualified. Pupils behave well and use sports equipment sensibly and safely.

### **Behaviour**

- The behaviour of pupils is good. Pupils like their teachers and want to do well. Most behave well in lessons. They try consistently hard, completing their work carefully and thoughtfully. They are proud of their school and dress smartly in their uniform.
- The small number of pupils whose behaviour is more challenging are well supported. The school's system for putting pupils on 'behaviour report' effectively helps those who find it difficult to behave well. Individual support improves pupils' behaviour, increases their self-esteem and helps them to feel happier in school.
- Most parents who completed the online questionnaire feel children are well behaved and well looked after.
- Pupils know how they should behave in school and most move between classrooms in a sensible and orderly fashion. However, very occasionally a few pupils' over-exuberance causes unnecessary noise and fussing in the school corridors. However, when reminded of the need to behave properly, those pupils involved quickly modify their behaviour.

## Outcomes for pupils

are good

- Leaders have secured steady improvements in pupils' achievement since the previous inspection. Pupils make good progress in reading, writing and mathematics, as well as in subjects such as science and history. Their progress continues to accelerate in all subjects as the quality of teaching improves.
- Pupils' attainment in mathematics at the end of Key Stage 2 has been consistently in line with the national average since the previous inspection and increased in 2015. Better mathematics teaching is quickening pupils' progress in all years and lifting pupils' achievement at the end of Key Stage 2.
- In 2014, pupils' attainment in writing increased to average levels. There were further improvements in 2015, with all Year 6 pupils achieving at least the nationally expected levels of attainment.
- Pupils' attainment in reading at the end of Year 6 dipped to below average in 2014. Leaders ensured this decline was reversed in 2015, with a greater proportion of pupils achieving at least expected levels of attainment. Pupils read widely and enjoy immersing themselves in the good-quality books provided by the school.
- In 2014, the proportion of pupils attaining the higher levels was sustained in mathematics and doubled in writing to be in line with the national average. The proportions in both subjects were higher in 2015 with some pupils achieving Level 6 in mathematics. However, fewer pupils achieved the higher levels in reading in 2014 than the previous year. In the past year, focused teaching for the most-able pupils in the older year groups has accelerated their progress, particularly in reading. As a result, more pupils attained the higher levels in reading in 2015.
- However, the most-able pupils could still make even better progress in reading. For example, they are not always confident about reflecting on ideas or information in texts in the light of their own personal experiences or about searching for meaning in more challenging texts.
- In 2014, disadvantaged pupils made slower progress in reading and writing than in mathematics. In 2014, the gap between this group's attainment and others nationally narrowed in mathematics and writing but increased slightly in reading. Their attainment was below other pupils in the school and nationally in reading, writing and mathematics. In 2014, the proportion of disadvantaged pupils making at least expected progress and better in reading, writing and mathematics was similar to other pupils nationally.
- Information about disadvantaged pupils currently in the school indicates that most make at least the same good progress as their classmates or better. However, despite this rapid learning, senior leaders' intensive support for disadvantaged pupils has not yet fully closed the small gap in attainment with other pupils nationally.
- Strong provision for pupils who speak English as an additional language ensures these pupils make rapid progress. They quickly grow in confidence and make good progress in developing English language skills.
- Disabled pupils and those who have special educational needs make similar progress to their classmates in reading, writing and mathematics. Some make very rapid progress because of the good-quality care and support for these pupils.
- Service family children make at least the same progress as their classmates and sometimes better. Pupils who join the school part way through the school year, both service family children and others, settle quickly and learn well.

## School details

<b>Unique reference number</b>	109859
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	10002403

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

<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>	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Holman
<b>Headteacher</b>	Jill Ward
<b>Telephone number</b>	01276 35292
<b>Website</b>	<a href="http://www.collegetownjun.uk.org">www.collegetownjun.uk.org</a>
<b>Email address</b>	<a href="mailto:secretary@office.colltown-jun.bracknell-forest.sch.uk">secretary@office.colltown-jun.bracknell-forest.sch.uk</a>
<b>Date of previous inspection</b>	17–18 September 2013

## Information about this school

- The school is larger than the average-sized junior school.
- The proportion of pupils supported by the pupil premium is below that found in most schools. The pupil premium is additional government funding to support those pupils known to be eligible for free school meals, looked after children and children of service families.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is average.
- The proportion of pupils who speak English as an additional language is slightly above average.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has two classes in each year group.

## Information about this inspection

- Inspectors observed pupils' learning in 19 lessons or part lessons, including four paired observations with the headteacher or deputy headteacher.
- Discussions were held with the headteacher, senior leaders, teachers, members of staff, a representative of the local authority, parents and pupils. A meeting was also held with a group of governors.
- Inspectors took account of 39 responses to the online questionnaire, Parent View. In addition, they considered the views expressed by parents who spoke with them informally at the start of the school day and 17 staff questionnaires.
- Inspectors observed the school's work and considered a range of documents and policies, including the school's improvement plan, information about pupils' progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at a sample of pupils' work provided by the school, as well as looking at pupils' work in lessons. They listened to pupils in Year 3 and Year 6 reading.

## Inspection team

Julie Sackett, lead inspector	Ofsted Inspector
Graham Marshall	Ofsted Inspector
Jo-Anne McSherrie	Ofsted Inspector



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2015

