

Inspection of College Town Primary School

Branksome Hill Road, College Town, Sandhurst, Berkshire GU47 0QF

Inspection dates: 27 and 28 September 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders at College Town have worked tirelessly to create a cohesive school since the former infant and junior schools amalgamated in 2018. They have successfully created an inclusive school that provides for its community. The headteacher's uncompromising approach and high expectations of all pupils and staff have resulted in a productive and welcoming environment.

Pupils are very positive about their school. They talk warmly about their friendships with each other. Pupils know that adults care about them and so they feel safe and secure. All year groups really enjoy using the fantastic outdoor area to keep themselves fit and healthy. Behaviour is good, and bullying is rare. Pupils are polite and respectful and follow well-thought-out routines. Those pupils who need help with their behaviour are supported sensitively and teachers and teaching assistants meet their needs.

The curriculum is well designed throughout the school. Teachers generally have good knowledge of the subjects they teach and know the pupils in their class well. Pupils from Nursery to Year 6 embrace activities and have a secure recall of previous learning.

Parents and carers are positive about their children's experience. They recognise that College Town is 'supportive, caring and well run' and every child feels like a 'special part of the school'.

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

Leaders have designed an ambitious curriculum across all subjects. Teachers' attention to detail ensures that any gaps in knowledge are quickly addressed in most classes. For example, in physical education, teachers break processes into small achievable steps and careful teaching ensures children develop confidence and competence. Pupils are able to apply their learning across the different subjects and use this to learn more.

Leaders are passionate about their subjects and are quick to identify any areas that need development. Teachers typically have good subject knowledge. They use assessment well to identify what pupils have learned and what they need to learn next. Where this is not the case, leaders provide support and guidance for staff by working alongside them and arranging training.

Pupils with special educational needs and/or disabilities are sensitively supported. Careful adaptations are made in all subjects so that they have full access to the curriculum. Staff who support individual pupils show understanding of their needs. For example, they provide opportunities for pupils to develop their independence and resilience.

The English team have developed the reading curriculum on the principle that children 'learn to read' and then 'read to learn'. Reading is prioritised across the school. Bright displays and reading areas, including a well-used reading shed, encourage pupils to take pleasure in books.

The new phonics scheme has been carefully introduced. Staff have a good understanding of how to teach it well, and there is a consistent approach across the classes. As a result, children make an excellent start when learning to read and quickly develop fluency. Pupils who find reading harder to learn are well supported. They are heard read as 'priority readers' and sessions revising sounds give them additional confidence in whole class lessons.

In early years, there is an ordered and productive environment where pupils are encouraged to be independent and work together. Teachers know children individually and show a genuine interest in them. Adults have planned the curriculum well. Through conversation and questioning, they ensure that children experience a wide range of activities and learning. Children are given opportunities to deepen their knowledge and show real pleasure when engaging in practical activities. For example, the role-play theatre was enjoyed by children being actors, audience members and box office staff. Children who require additional support are quickly identified and the support of the efficient special educational needs coordinator is sought.

The governing body is a relatively new group, having reformed following the previous schools' amalgamation. Governors have a good understanding of their school and the needs of the pupils within it, including those who are service children. They recognise that there are still some areas to develop within the curriculum and have clear plans for monitoring and supporting leaders across the school.

Pupils rise to the high expectations of their behaviour and follow the routines that are in place. Pupils are keen to follow the school's motto 'be the best that you can be'. They recognise the importance of being kind, encouraged by the 'Anti-Banter Crew', and have a good understanding of equality and diversity. Pupils work purposefully and any drop in engagement is quickly addressed.

Leaders promote pupils' personal development. Pupils are encouraged to voice their opinions on a range of different issues and feel they are listened to. Pupils enjoy taking part in various groups across the year. Throughout the amalgamation and the COVID-19 pandemic, leaders have continued to offer some opportunities for wider development. However, there is recognition that these can now be extended.

Safeguarding

The arrangements for safeguarding are effective.

Pupils know how to keep themselves safe, including online. The experienced and rigorous safeguarding team have a good understanding of pupils' needs within the school and local issues. Regular communication with staff ensures that safeguarding remains at the forefront of everyone's minds. The culture is one of teamwork and early intervention.

When required, appropriate external agencies are contacted to secure help for individual pupils. Leaders ensure that any referrals are followed up on and effective action is taken.

The appropriate checks on adults are completed. Governors have a good understanding of the safeguarding procedures within the school and check these regularly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few lessons, teachers lack subject knowledge, and they do not always choose activities that help pupils to remember more. This means that some pupils are not learning as much as they are capable of. Subject leaders and senior leaders, including governors, need to continue to provide support and guidance to ensure that all pupils achieve well.
- Due to the impact of the COVID-19 pandemic and the amalgamation of the previous two schools, leaders have not reintroduced some aspects of the wider personal development curriculum. As a result, some pupils do not have enough opportunities to develop further their talents and interests. Leaders should ensure that all pupils have coherently planned access to rich experiences which support their development and fire their enthusiasm.

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.

School details

Unique reference number	109828
Local authority	Bracknell Forest
Inspection number	10241495
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	482
Appropriate authority	The governing body
Chair of governing body	Angela Harris
Headteacher	Trudi Sammons
Website	www.collegetownprimary.com
Date of previous inspection	21 and 22 June 2016

Information about this school

- College Town Infant and Nursery School and College Town Junior School were amalgamated in September 2018. They were renamed College Town Primary School. The headteacher of College Town Infant and Nursery School became the headteacher of the primary school.
- The unique reference number of the primary school remains the same as the previous infant and nursery school. The junior school is deemed closed.
- The governing body of the infant school remained in place following the amalgamation and members of the junior school governing body were invited to join.
- The school makes use of a registered alternative provision to support pupils.
- The school is located close to Sandhurst Military Academy and has a high percentage of pupils who are entitled to service pupil premium. The stability percentage of the school was below average in 2021.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education

Act 2005.

- This was the first inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the school leaders, different subject leaders and a range of staff and pupils.
- The inspectors carried out deep dives in these subjects: reading, mathematics, science, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons (except in geography), spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors met with representatives from the governing body, including the chair of governors. They also met with a representative of the local authority.
- The school's safeguarding arrangements were reviewed. This included safer recruitment checks and record-keeping, as well as speaking to pupils and staff.
- The inspectors also reviewed a range of documents, including the school's self-evaluation and school development plan and information about the school's curriculum.
- The inspectors took into account responses from Ofsted's online survey, Ofsted Parent View, including free-text comments. The inspectors also took into account a letter from a parent. In addition, responses to Ofsted's staff survey were considered and responses to Ofsted's pupil survey. The inspector also considered the views of pupils by speaking to them throughout the inspection.

Inspection team

Tracy Good, lead inspector	Ofsted Inspector
Justin Bartlett	Ofsted Inspector
Alison Ashcroft	Ofsted Inspector

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