



# College House Junior School

## Inspection Report

**Unique Reference Number** 122543  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292430  
**Inspection dates** 22–23 January 2007  
**Reporting inspector** George Knights

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

<b>Type of school</b>	Junior	<b>School address</b>	Cator Lane
<b>School category</b>	Community		Chilwell, Chilwell
<b>Age range of pupils</b>	7–11		Nottingham NG9 4BB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 9138558
<b>Number on roll (school)</b>	269	<b>Fax number</b>	0115 9138562
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr R Guyler
		<b>Headteacher</b>	Mr R Brockwell
<b>Date of previous school inspection</b>	20 January 2003		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
7–11	22–23 January 2007	292430

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

College House is a larger than average junior school serving a suburban area to the west of Nottingham. Almost all pupils transfer from the neighbouring infant school. The number of pupils eligible for free school meals is below average, reflecting the good social background of most pupils. There is a lower than average number of pupils from minority ethnic groups and the number for whom English is not their first language is low. The number of pupils having learning difficulties or disabilities is broadly average, though none has a statement of special educational needs.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

College House School provides its pupils with a satisfactory education and this is the school's own judgement of its current effectiveness. There are significant signs that the school is improving, following a period of consolidation after a change of headteacher. Standards, which are above average, have risen in the past two years and targets set by the school indicate a commitment to further improvement in the coming years. Pupils' achievement is satisfactory overall, though relatively slow in the first year in school. The school is establishing increasingly good links with its partner infants' school in order to make the transfer of pupils smoother.

Pupils enjoy coming to school and this is illustrated by their good attendance. They form positive relationships with one another and with their teachers. Pupils' behaviour is satisfactory. They generally behave well, though can be restless and lose interest when lessons do not meet their needs. Effective steps are taken to ensure that pupils are safe and to encourage them to adopt healthy lifestyles, for instance by buying fruit at break and participating in sporting activities. Pupils are encouraged to be mindful of the needs of others. They show this, for instance, through the work of the school council and the arrangements whereby Year 6 pupils become buddies to Year 3 pupils when they arrive. Beyond the school, pupils raise funds to help others and, together, these activities help pupils make a good contribution to their community. The satisfactory acquisition of basic skills and participation in events such as the biennial trade fair helps prepare pupils for the adult life.

Pupils value the many extra-curricular activities that are provided for them. The school impressively provides residential trips for pupils in all years. This contributes well to pupils' social development. The many trips and visits, together with a wide range of visitors to the school, enrich pupils' learning well. Most pupils enjoy their lessons because teachers provide interesting and stimulating activities for them. Occasionally, however, work is not well matched to the needs of all and this slows learning, particularly for the most able pupils. Additionally, some styles of working adopted with younger pupils have not previously effectively met their needs. Plans are in place to improve teaching styles in certain year groups. Hence, teaching is satisfactory overall, but there is considerable good practice that deserves to be shared more widely across the school. Most parents are happy with their children's education, but some feel that the school does not always communicate with them well.

The two main areas for improvement identified in the previous inspection have been dealt with adequately. Good steps have been taken to share leadership roles more widely and planning for improvement now covers a wider range of aspects of the school's work. These improvements are the result of satisfactory leadership and management of the school. The headteacher, staff and governors have a clear vision for further improvements. Their monitoring of pupils' performance is improving, as illustrated by improved standards in writing. This improvement is the result of effective action in response to the identification of pupils' writing as an area of weakness. However, monitoring of performance still does not highlight all the areas where improvement is needed. Pupils are given good guidance on their progress in literacy

but this is not the case for other subjects. The school's evaluation of how well it is doing, whilst generally accurate, does not identify all the actions necessary for further development. This is because the monitoring and evaluation processes are not used consistently and because plans to involve middle managers more in these processes have still to be implemented. Nevertheless the school's capacity for improvement is satisfactory. Currently the school provides sound value for money.

### **What the school should do to improve further**

- Raise standards and improve pupils' achievement, particularly by providing more challenge for the most able pupils and by helping pupils in Year 3 to make better progress.
- Increase the level of rigour of review of all aspects of the school's work and extend the involvement of middle managers in monitoring and evaluation.

## **Achievement and standards**

### **Grade: 3**

Pupils arrive in the school with above average attainment. They make satisfactory progress overall so that, when they reach Year 6, they reach above average standards. Results in national tests in 2006 were above average overall and were better than in the two previous years. The main reason for these better results was improvement in writing. The achievement of pupils currently in the school is satisfactory overall, though still relatively slow in Year 3. Teachers know the specific needs of pupils with learning difficulties or disabilities and thus provide the support necessary for these pupils to make similar progress to others in the class. The school has not met its targets for the past three years but has set challenging targets for the coming year.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. Pupils come to school readily because they feel safe and secure. They establish good relationships with one another and value opportunities to take responsibility. Pupils generally enjoy their lessons but some do not like it when work is not interesting or when their behaviour is not managed well. Some parents share these concerns. Younger pupils, particularly, feel that their needs are not always well met. As one put it, 'there are too many grown up words and we're not really grown up enough to understand them'. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils respond well to initiatives to promote healthy lifestyles. Residential visits are successful in enhancing pupils' social skills. Through activities such as the ECO club, pupils gain a good understanding of environmental issues. Pupils make a good contribution to both the school and wider communities by, for instance, participating in the Chilwell Festival, celebrating the Chinese New Year and maintaining a link with an orphanage in South Africa. Pupils acquire the essential skills necessary for the next stages of education and for adult life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Teachers know their pupils well and, in the best lessons, they provide work which is well matched to individual needs. However, the most able pupils are not always challenged to do as well as they can. Teachers are becoming increasingly adept in the use of interactive whiteboards to present topics in lively, clear ways that help children learn. In some classrooms, especially for younger pupils, teachers do not manage to hold the interest of pupils. This leads to slow progress and to some misbehaviour which disturbs the work of others. Teachers mark work regularly, but do always provide helpful comments to guide pupils on how to improve. The wider assessment of progress is satisfactory, with improvements evident in teachers' day-to-day assessment of how well pupils are doing. Pupils are becoming skilled at assessing their own progress in literacy, but have not yet developed these skills in mathematics and other subjects. Teachers and teaching assistants work well together, with teaching assistants often providing valued support to pupils in the groups they work with.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good because lessons cover all the required subjects, with increasingly good links being made between them. Pupils' writing skills are successfully reinforced across the curriculum. French is now taught to all pupils in the school. Many visits to places of interest add to pupils' enjoyment and learning. Visitors to the school, including sports coaches, theatre and music groups, help enrich pupils' learning. Offering clubs and activities separately to younger and older pupils increases involvement well. Curriculum organisation and teaching in Year 3 are being modified in response to helpful contacts with the partner infant school. The school is improving the way pupils learn problem-solving skills, use computers in different subjects, and develop new skills in physical activities.

### **Care, guidance and support**

#### **Grade: 3**

Staff work effectively to ensure pupils' health and safety. Child protection procedures and steps to safeguard learners are fully in place. Medical care is good and links to a range of outside specialist agencies are effective. Teachers are well aware that transfer from the neighbouring infant school causes some anxiety for a number of pupils, and effective measures are in place to allay any apprehension on the part of children or their parents. Vulnerable pupils receive good support through the TOGO (Time Out Guests Only) activity at lunchtime and this has had a beneficial impact on both their well-being and that of others. Guidance to pupils on how well they are doing, and on

how to improve their work, is good in literacy, but is less well developed in other subjects.

## **Leadership and management**

### **Grade: 3**

Leadership and management of the school are satisfactory. The school has a clear vision for what it wants to achieve and has a useful plan for improving some, but not all, aspects of its work. Some analysis is undertaken of the information the school holds on pupils' progress, but this analysis is not thorough enough to identify all areas of weakness. Similarly, the school's arrangements for monitoring and evaluating its work are not as extensive or as rigorous as they should be. The school has plans to improve these aspects of its work and good steps have recently been taken to involve more members of staff in leadership roles and responsibilities. Governance of the school is satisfactory, with governors fulfilling their responsibilities and providing good support to the headteacher and his colleagues. Governors ensure that the school makes sound use of the resources available to it.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

24 January 2007

Dear Children

College house Junior School, Cator Lane, Chilwell, Nottinghamshire NG9 4BB

I would like to thank you all very much for making us feel so welcome when we came to inspect your school recently. We enjoyed coming to your lessons, joining you in assembly and watching you play together. Thank you for talking to us about your work and helping us to find our way around.

You clearly enjoy your school and we noted how good your attendance was. You work well together and help one another. Your teachers make sure that you make steady progress, though we have asked them to look at ways in which you can do better in the first year you are in the school. We have also asked them to make sure that the work they provide helps the most able pupils to make better progress. You feel safe in school because you know that members of staff care for you and make sure that you get the support you need. You take part well in the many clubs that the school provides. You told us how much you valued the trips and visits you go on and the visitors who come to school to work with you. We were particularly impressed that you are able to go on a residential trip each year. We have asked your teachers to make better use of the detailed records that they keep about how well you are doing so that they can give you as much help in other subjects as they are already giving you in literacy.

Your headteacher and his staff have put together a useful plan for how they are going to make your school even better, but this could be extended to cover more areas where improvement is needed. Your teachers will be able to do this when they improve the ways in which they check on how well the school is working. We are sure that they can be successful in improving your school and we know that you will help them to do this.

Our very best wishes to you. We hope that you all do very well in the future.

Yours sincerely

George Knights

Lead Inspector