

College House Junior School

Inspection report

Unique Reference Number	122543
Local Authority	Nottinghamshire
Inspection number	340167
Inspection dates	12–13 May 2010
Reporting inspector	Roy Bowers HMI

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	264
Appropriate authority	The governing body
Chair	Mrs Elizabeth Juffs
Headteacher	Mr Jason Gilman
Date of previous school inspection	22 January 2007
School address	Cator Lane Chilwell Nottingham
Telephone number	0115 9138558
Fax number	0115 9138562
Email address	head@collegehouse.notts.sch.uk

Age group	7–11
Inspection dates	12–13 May 2010
Inspection number	340167

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed the school's work and looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans, school policies and 112 questionnaires from parents. Twenty one lessons were observed and eleven teachers seen. Inspectors held meetings with the chair of governors, a group of pupils, senior leaders, middle leaders, the special educational needs coordinator and a representative of the local authority.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current rate of pupils' progress across the school
- how well the work given to pupils matches their levels of attainment, especially the more-able
- the rigour of the systems for monitoring, evaluating and improving the work of the school.

Information about the school

College House Junior is larger than the average primary school. Almost all pupils transfer from the neighbouring infant school. The proportion of pupils with special educational needs and/or disabilities is below average. There are no pupils with a statement of special needs. There is a lower than average proportion of pupils from minority ethnic groups and very few pupils are from homes where English is not their first language. The school has achieved National Healthy Schools status, Eco-schools status and the award of Activemark. There is currently independent child-care provision on site which is not managed by the school's governing body and is not part of this inspection. Following the headteacher's retirement at the end of summer term 2009, an acting headteacher led the school for the autumn term. In January 2010, the deputy headteacher was appointed as acting headteacher until the new substantive headteacher takes up post in September 2010. The acting headteacher and leadership team are currently supported by the local authority.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education. Progress since the previous inspection has been satisfactory and has shown more marked improvement over the past year. After a period of instability due to leadership changes, staff and governors say that the acting headteacher has re-established a strong sense of common purpose, with raising pupils' achievement at its core. Improvements to the systems for school self-evaluation have enabled the senior leaders to have an accurate view of the school's strengths and weaknesses, know what needs to be done to improve and implement new initiatives. Pupils say that they enjoy coming to school and feel safe, and this is reflected in their high attendance.

Pupils, including those with special educational needs and/or disabilities, make satisfactory progress. However, the rate of progress of the more-able pupils is slower than most others. Most parents are supportive of the school in all aspects of its work. One parent wrote, 'This is a great school. Current management is proving very effective in taking the school forward with vision and ambition'. A few parents feel the school does not do enough to help them support their child's learning, especially through homework. The school is already aware of these parents' views and has plans to improve.

The quality of teaching varies throughout the school. Although there is some good teaching, too much is satisfactory. This is mainly because teachers are not clear enough about what they want pupils to learn in lessons. Consequently, pupils are not guided well enough through the small steps which help ensure effective learning. In addition, teachers' expectations of the more-able pupils are too low and the work given to these pupils is often too easy.

Pupils appreciate the variety of after-school clubs available for them and are proud of the school's achievements in sports. Teachers are beginning to plan more opportunities for pupils to practise their literacy and numeracy skills through subjects such as history and geography. However, the school is aware that these strategies are not yet developed well enough. Parents say that the school regularly encourages pupils to lead active and healthy life-styles and, as a result, their children often choose to eat fruit rather than sweets or chocolate. One pupil commented, 'I now bring an apple in my lunchbox instead of the chocolate I used to bring'.

The leadership team is committed to improving pupils' achievement. However, the monitoring and evaluation skills of all leaders are still at the very early stages of development. Although information about pupils' progress is recorded, leaders do not always use it rigorously enough to track the progress of classes and groups of pupils,

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and hold staff to account. The improvements already made by the current leadership shows that the school has satisfactory capacity to improve further.

What does the school need to do to improve further?

- Raise pupils' achievement by:
 - improving pupils' progress, especially of the more able
 - providing more opportunities for pupils to reinforce their literacy and numeracy skills across the curriculum.
- Improve the quality of teaching and learning by ensuring that:
 - the large majority of teaching is consistently good or better
 - all teachers are clear about what they want the pupils to learn and carefully guide the pupils through the small steps which help ensure effective learning
 - all teachers have high expectations of the more-able pupils and give them work which provides sufficient challenge
 - the quality of marking and target-setting is improved so that they have a greater impact on helping pupils learn.
- Improve the effectiveness of leaders and managers by ensuring that at all levels they:
 - use more rigorously the information about pupils' attainment to monitor the progress made by all groups of pupils and hold staff to account for this
 - develop the monitoring and evaluation skills of all leaders.
- Inform parents how they can help support their child's learning, especially through homework.
 - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Observations by the inspectors and other evidence presented by the school shows that, although learning is good in some lessons, there are too many lessons where pupils' learning is no better than satisfactory. Because the more-able pupils do not receive sufficient challenge, their progress throughout the school is slower than other pupils.

The school council has been actively involved in discussions with the staff about healthy lunches and has helped the school with teacher recruitment. However, opportunities for pupils to influence decisions about their learning or how to make a greater contribute to the wider community are not well developed.

Behaviour in most lessons is good and pupils enjoy their learning. However, in a few of the lessons observed during the inspection, some pupils were restless, inattentive and occasionally disrupted the learning of others. This was because activities failed to

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

engage their interest, the pace of learning was slow and aspirations for the pupils' achievements were too low.

These are the grades for pupils' outcomes

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

How effective is the provision?

Because of the initiatives introduced over the past year, the quality of teaching is beginning to improve. Improvements to the system for tracking pupils' progress have meant that teachers are becoming more skilled at matching work to pupils' ability. However, this is still in the early stages of development and work for the more-able pupils does not provide sufficient challenge. In some classes, teachers' marking gives clear guidance on how pupils can improve their work. In other classes, it has little impact on helping pupils learn. A system for setting targets for individual pupils has been introduced, but this is not yet embedded and its impact on raising pupils' achievement is superficial.

The variety of visits, including residential trips, help strengthen pupils' learning and make it enjoyable and relevant. The physical education programme is supported very well by external sports coaches. Pupils take part in many sports activities and are proud

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

of the school's successes in this area. The school is aware that the curriculum is not yet planned well enough to show a clear progression of skills and knowledge in all subjects. The nurture group provides well for those pupils who need emotional support, helping them feel safe and secure in a calm environment. Parents say that, since the last inspection, better systems have been put into place to help pupils settle well into the school when they transfer from the infant school.

These are the grades for the quality of provision

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

How effective are leadership and management?

After an unsettled period following the retirement of the previous headteacher, the acting leaders, supported well by the local authority, have successfully established a clear direction for improvement. The current acting headteacher has high aspirations and is determined to continue developing and improving the quality of education provided by the school so that pupils' progress improves. Many new initiatives have been implemented, but they have yet to be embedded and have not had a significant impact on raising standards.

The governing body is very keen to help the school improve and governors support the school well. However, because the information on pupils' progress is not finely analysed, governors do not have detailed information that would allow them to increase their skills of holding the leaders to account for pupils' achievement. The school's care for those pupils with social and emotional difficulties, and the great attention given to ensure that all pupils attend school as often as possible, shows the school's commitment to equal opportunities and tackling discrimination.

Parents say that, since the last inspection, the school has increased its links with the local community. Partnerships between the school, local community representatives and police led to safer parking and the recruitment of a crossing warden. Although pupils have a satisfactory knowledge of some of the world faiths, the school is aware that the promotion of pupils' experiences of the diversity of cultures in the United Kingdom and globally is at the early stages of development.

At the time of the inspection, the required safeguarding checks had been

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

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

Views of parents and carers

The very large majority of parents who responded to the inspection questionnaire or who spoke with the inspectors were very happy with their child's experiences at school. Most parents expressed confidence in the acting leadership. Almost all parents said that they felt that their child was safe at school and pupils were encouraged to adopt healthy life-styles. However, a few parents felt that the school did not do enough to help them support their child's learning, especially through homework. This was discussed with the acting headteacher who had plans in place to improve this aspect of the school's provision. The few other negative comments made on the questionnaire or discussed with the inspectors were investigated and taken into consideration before judgements were made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at College House 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. The inspection team received 112 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	58	41	37	6	5	0	0
The school keeps my child safe	58	52	50	45	2	2	0	0
The school informs me about my child's progress	26	23	72	64	7	6	5	4
My child is making enough progress at this school	26	23	65	58	9	8	4	4
The teaching is good at this school	30	27	69	62	5	4	2	2
The school helps me to support my child's learning	20	18	72	64	12	11	6	5
The school helps my child to have a healthy lifestyle	42	38	65	58	2	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)	37	33	58	52	4	4	4	4
The school meets my child's particular needs	32	29	64	57	8	7	2	2
The school deals effectively with unacceptable behaviour	27	24	67	60	4	4	4	4
The school takes account of my suggestions and concerns	22	20	72	64	10	9	3	3
The school is led and managed effectively	25	22	69	62	6	5	6	5
Overall, I am happy with my child's experience at this school	42	38	61	54	3	3	2	2

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 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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



14 May 2010

Dear Pupils

Inspection of College House Junior School, Nottingham, NG9 4BB

Thank you for making our recent visit to your school such an enjoyable experience. We much appreciated meeting you, visiting your lessons and hearing what you thought about the school. We were very impressed by the sensible way most of you behave around school, and we liked the way you play happily together. You told us lots about how to stay healthy and we were very pleased to find that your attendance is exceptionally good. Well done!

Most of you are making satisfactory progress, but some of you, especially those of you who are already doing well, could achieve even more. Although the teaching is satisfactory, we want it to continue to improve so that there is more good teaching in the school. We have asked the acting headteacher to make sure that, in all your lessons, the teachers know what they want you to learn and plan carefully the small steps that will help you succeed. Although teachers mark your work regularly and set you targets to help you improve, we think that these could be even better. To help you improve your literacy and numeracy skills, we have asked the teachers to make sure that you are given more opportunities to practise them in many different subjects.

All the teachers work hard for you and some take on additional responsibilities in the school. We have asked the acting headteacher to ensure that these teachers become even better at helping you by looking very carefully at the progress you are making and making sure that you do even better. The acting headteacher has also said that he will make sure that your parents get more information so that they can help with your learning.

You can help by continuing to attend regularly and always doing your best.

We shall take away many pleasant memories about your school. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.