

College House Junior School

Cator Lane, Chilwell, Nottinghamshire, NG9 4BB

Inspection dates

21–22 November 2012

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

Summary of key findings for parents and pupils

This is a good school.

- Many aspects of the school have improved since the previous inspection.
- Pupils now make good progress. Attainment is significantly above average by the end of Year 6, especially in mathematics.
- Teaching is good. Pupils receive good advice on how to improve their work further.
- Pupils' behaviour is good. The school has a calm and orderly atmosphere where pupils feel safe. Attendance levels are high.
- All staff with responsibilities work together well to improve the school.
- Leaders and managers check the quality of teaching very closely. The resulting feedback to teachers and sharply focused training have brought about the marked improvements.

It is not yet an outstanding school because

- Not enough pupils exceed the nationally expected rates of progress for achievement to be outstanding.
- Not enough attention is paid to making sure the weakest readers have the range of skills needed to help them make more rapid progress.
- Not enough teaching is outstanding. In some lessons, the teacher spends too much time talking to the whole class, so there is too little time for pupils to work on individual tasks matched to their different abilities.

Information about this inspection

- Inspectors observed teaching in all classes; they observed 14 teachers and visited 26 lessons.
- Discussions were held with pupils, school staff, representatives of the governing body, and a representative from the local authority.
- Inspectors scrutinised a wide range of documents covering safeguarding, attendance, behaviour, pupils' progress and attainment, the school improvement plan, and the monitoring of teaching quality. They also examined the work in pupils' books.
- The views of 45 parents were analysed through the 'Parent View' website, along with two letters from parents, and a telephone call.
- Inspectors considered the thirteen responses received to the staff questionnaire.

Inspection team

Ruth McFarlane, Lead inspector	Additional Inspector
Jane Moore	Additional Inspector
Patrick Finegan	Additional Inspector

Full report

Information about this school

- The school is a broadly-average sized junior school.
- The proportion of pupils from minority ethnic groups is well below average, as is the proportion who speak English as an additional language.
- The proportion of pupils known to be eligible for additional funding (the pupil premium) is below average.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher joined the school after the last inspection.
- A new Chair of the Governing Body has just been appointed.
- Before- and after-school care in the school is run by other providers and was not a part of this inspection.

What does the school need to do to improve further?

- Raise attainment for lower-ability pupils in reading, so that more pupils reach and exceed the standard expected for their age, by:
 - improving the rigour of teaching pupils how to link sounds with letters (phonics)
 - ensuring pupils are taught how to use clues in the text to help them understand the meaning of what they read.
- Ensure that the best features of the teaching are more consistently found in all lessons, by:
 - making sure the time spent by teachers explaining what is to be learned, or recapping already understood work, is kept to a minimum
 - making sure most of the lesson time is spent by pupils on tasks tailored to meet their individual needs.

Inspection judgements

The achievement of pupils is good

- Pupils' standards on entry to the school are broadly average in mathematics and writing and above average in reading. There are a few pupils whose reading is below average on entry.
- Most pupils make good progress and achieve well, including the few pupils from minority ethnic heritages and those who speak English as an additional language. There are no significant variations in the achievement of boys and girls.
- By the end of Year 6, attainment is significantly above average. A much higher proportion of pupils gain higher levels of attainment than expected for their age, especially in mathematics and reading.
- High standards are currently evident in Year 6 in writing, in response to the school's successful work to improve it. Pupils in Year 6 use a wide vocabulary fluently. In a lesson creating poetry, they showed maturity in explaining why they had chosen certain words, for instance, 'because this line is about waves, so the words need to flow like the waves,' and 'I chose words which sounded like the waves. That's called onomatopoeia.'
- Pupils with additional needs of various kinds enjoy daily sessions in the 'Togo' nurturing room, set out with attractive, often computer-led, activities. Work in this room, and next door in 'The Den', for individual work, helps restore pupils' self-esteem and helps develop in them the confidence and skills that ensure they make good progress. This includes pupils for whom the school receives extra funding (the pupil premium) and disabled pupils and those who have special educational needs, whose needs are swiftly and accurately identified.
- In reading, well over half of the eleven-year-old pupils are working at levels two years ahead of their age. Average and more-able pupils throughout the school read fluently and with good expression.
- There are a few weak readers who do not do so well because they are not readily familiar with the range of basic methods that would help them, such as looking at the unfamiliar words in context or using 'sounding out' and 'blending' techniques. The school had identified this shortcoming and has recently involved parents in a 'Reading Workshop', to equip them with skills to help their child at home with reading.

The quality of teaching is good

- Teachers plan well to ensure that work provides a good level of challenge and engages pupils' interest.
- Teachers question pupils skilfully in lessons to confirm and extend their understanding. They reshape tasks and instructions to ensure that pupils are clear about what to do, and learn at a good pace.
- The needs of disabled pupils and those who have special educational needs, and pupils who speak English as an additional language, and those known to be eligible for the pupil premium, are identified early and their progress is tracked meticulously to make sure that they are not at any disadvantage. Teachers and teaching assistants give them high quality support, either within

lessons or in regular one-to-one or small group activities nearby.

- Good features of teaching seen frequently in lessons include: varied and lively activities; good use of visual aids, games, songs and competitions; frequent activities with partners or in groups; and many 'hands-on' tasks, and tasks 'against the clock', so that pupils do not have to sit and listen passively for long periods of time. In some classes, however, these elements do not figure as prominently.
- In the best lessons, pupils are typically motivated by the teacher's crystal-clear explanations, and showing them what to do, and by frequent checks on learning to keep pupils on their toes. Carefully planned individual work follows brisk explanations. Pupils make rapid progress and gain confidence in their understanding of tasks they are given.
- In a few lessons, pupils were less enthusiastic because the teachers' explanations took too long and were too complicated, and there was too much recapping of work already familiar to pupils. This left little time for pupils to work on individual tasks, and occasionally, these were class tasks, rather than adapted to meet individual needs.
- Teachers' subject knowledge is good and they convey high expectations of what pupils should achieve. Teachers promote writing, mathematics and computer skills very effectively across different subjects. Their insistence on good skills in reading being learned by lower attainers, however, is not as strong as in other subjects, because the range of techniques teachers use for this purpose is under-developed.
- Teachers mark work conscientiously, giving pupils a clear indication of the next steps they need to take to make improvements. Pupils say they find these comments very helpful.

The behaviour and safety of pupils are good

- Pupils' good behaviour, consideration for others and positive attitudes to learning in a calm and orderly atmosphere, enables teachers to teach effectively and pupils to learn well.
- Pupils respond well because of the warmth and encouragement shown by staff. Relationships between adults and pupils show mutual respect. Attendance is above average.
- Pupils are proud to serve their school by taking on jobs such as school councillors, or monitors of various kinds.
- Pupils and their parents are confident that pupils are safe in school and free from any kind of harassment. Pupils understand how to keep themselves safe, for instance, on the roads, near railways, and near water. Pupils show good awareness of different types of bullying, including internet-based bullying. They have confidence that the school will respond well to any such instances if the need should arise, even though this is very rare.
- The school's behaviour policy is consistently applied by staff, and pupils have a clear understanding of it. Disruption of lessons is uncommon. Parents express satisfaction with the way the school manages behaviour.
- Pupils provide thoughtful responses when given opportunities to reflect on life's deeper issues during lessons or in assemblies. They show respect for, and interest in, the views of others. They study a good range of different countries around the world. These studies help pupils to take their places in modern-day multicultural society.

The leadership and management are good

- The school's self-evaluation is accurate and sharply focused, and the school improvement plan sets out ambitious but realistic targets. The school keeps all aspects of its work under constant review. Consequently, leaders and managers make a good impact on pupils' achievement.
- Strong management of the performance of staff has brought about improvements in teaching and learning since the previous inspection. The salary progression of staff is carefully monitored and promotion is only given to teachers whose lessons are rated consistently good or better. Staff training has led to marked improvements in pupils' achievement in mathematics and writing, and to the accuracy of teachers' tracking of pupils' progress.
- Teaching provides a broad and interesting range of subjects. Special events, such as the Olympics-themed work, as well as a variety of visits and visitors provide memorable experiences. Out-of-school activities are varied. All pupils have the opportunity to join in residential visits where they enjoy adventurous outdoor activities which build confidence and social skills.
- Support from the local authority has enabled the school to make notable improvements in teaching since the last inspection and has included linking with a local leader of education.
- Equal opportunities are rigorously pursued through fostering good relations and ensuring that no pupil, regardless of background or need, is denied access to anything the school has to offer. Leaders ensure that there is no discrimination whatsoever against any pupil. The school is keenly aware that its few weaker readers have not done as well as others, and has already taken some steps, such as involving parents, and introducing guided reading sessions, to deal with this weakness.
- Child protection and safeguarding have a high priority. Leaders ensure that these areas are kept under review to ensure that legal requirements are met.
- **The governance of the school:**
 - Although a period of change is underway, with a new Chair just appointed, governors provide a good mix of experience and a range of specialist skills. The governing body is well organised and well informed, and governors show a good understanding of the school and its needs. They provide valuable support for the headteacher, and can give clear examples of ways in which they have provided challenge in order to ensure that the school provides the best for pupils. Working with the school to ensure that teaching improves has resulted in pupils' improved achievement. Governors know about how the setting of targets for teachers is used to improve teaching and what is being done to recognise and reward good teachers. Many governor visits to the school are informal but there are also regular visits involving formal lesson observations and follow-up discussions with staff. Governors understand the school's records of checking pupils' progress and how well the school is doing in relation to similar schools. Governors have an accurate view of teaching quality in the school and the way finances, including the pupil premium, are used. They monitor this additional spending meticulously, and ensure that the impact on pupils' achievement, is carefully and regularly checked. Governors ensure that they are being professionally trained and developed.

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	122543
Local authority	Nottinghamshire
Inspection number	402102

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	262
Appropriate authority	The governing body
Chair	David Large
Headteacher	Mark North
Date of previous school inspection	12 May 2010
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