

Colville Primary School

Inspection report

Unique Reference Number	100481
Local Authority	Kensington And Chelsea
Inspection number	376403
Inspection dates	22–23 November 2011
Reporting inspector	Madeleine Gerard

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair	Adrian Weale
Headteacher	Jagdeep Birdi
Date of previous school inspection	12–13 May 2009
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 20 lessons or parts of lessons taught by 14 teachers, and held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and progress, the school's development plans, and policies and records for safeguarding pupils. They considered responses to questionnaires received from 96 parents and carers, 129 pupils in Years 3 to 6, and 19 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are rates of learning and progress consistently rapid in all classes and for all groups of pupils?
- How consistently does teachers' planning use assessment information to ensure all groups of pupils are suitably challenged in their work?
- How accurately does the school monitor the quality of its work and ensure consistency of provision through the school?

Information about the school

This is a slightly larger-than-average primary school with Early Years Foundation Stage provision for children in two Reception classes and for 52 children in the Nursery. Children in the Nursery attend both morning and afternoon sessions. Most children are from minority ethnic heritages. The majority of pupils speak English as an additional language. Thirty-one per cent of pupils are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is above average. A greater-than-average number of pupils join or leave the school part way through their primary education. The school operates a breakfast club. There have been a number of staff changes over recent years. The headteacher joined the school in January 2011. The school has achieved Healthy Schools status. The Play Centre after-school provision, which shares the school site, was not part of this inspection as it is not managed by the school.

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

Colville Primary is a satisfactory school. One of its key strengths is that children get off to a good start in the Early Years Foundation Stage. Adults work closely with them to ensure they develop their skills well. Teaching through the rest of the school, although good in a minority of classes, is less consistent and, as a result, pupils make satisfactory, rather than good gains in their learning overall. Pupils' behaviour is good around the school and in lessons. Pupils show caring attitudes towards one another. Those pupils arriving new to the school settle quickly. One parent, expressing a typical view, wrote, 'From the first day, my daughter was welcomed into this school.' Pupils are confident that the adults will help them should any problems occur.

The school has good systems to track the progress that pupils make. However, teachers' planning does not consistently use assessment information to match work to pupils' learning needs. Consequently, expectations of what more-able pupils can do are not always high enough and sometimes tasks are too challenging for others. When teachers mark pupils' books, written feedback does not always explain how work can be improved. Group targets are not consistently effective in helping pupils to move swiftly up to the next level in their work. This is because these targets are not always specific enough about the next steps for individual pupils. The curriculum has not always ensured that pupils build swiftly on their knowledge by enabling them to practise and develop key skills. Recent enhancements to the curriculum, such as regular reading, and daily sessions on letters and the sounds they make (phonics), have been rightly introduced. These improvements have not had time to show their effectiveness in raising pupils' academic outcomes. Pupils' attainment by the end of Year 6 in English and mathematics is broadly average.

The recently-appointed headteacher has a clear vision for the school and works closely with senior leaders, staff and the governing body. Self-evaluation of the school's work is generally accurate and priorities for development are appropriately identified. These have already led to improvements in some key areas, including the quality of provision and children's outcomes in the Early Years Foundation Stage. Governance, a priority for improvement at the time of the previous inspection, is now satisfactory. Effective strategies have been recently introduced to promote pupils' regular attendance and good punctuality. These include a weekly competition between classes and individual awards for the best attendance. Previously low attendance is rising, although it is currently no higher than average overall. Provision to enrich the curriculum has improved. For example, all pupils enjoy weekly singing

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sessions, pupils in Years 3 to 6 play the guitar and in Years 3 to 5, pupils learn to play steel pans. During the recent art week, pupils developed their creative skills through working with a visiting artist. Recently introduced extra-curricular clubs, including capoeira, ballet and football, are popular. These improvements, together with the school's success in maintaining pupils' good behaviour since the last inspection, show that the school's capacity for sustained improvement is satisfactory.

Up to 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.

What does the school need to do to improve further?

- Raise pupils' attainment and increase the proportion of good and outstanding teaching by:
 - using information from tracking pupils' progress, assessment and marking to plan work that is consistently well matched to all pupils' needs
 - ensuring marking and target setting consistently make clear to pupils how to improve their work.
- Plan the curriculum to build systematically upon pupils' prior learning in key skills and monitor the impact of this work on pupils' achievement.
- Improve attendance by raising parents' and carers' awareness of the importance of pupils attending school regularly and on time.

Outcomes for individuals and groups of pupils**3**

Rates of learning and progress, and pupils' overall achievement and enjoyment in their learning, are satisfactory. This was evident in a literacy lesson observed, where pupils were working hard to complete the tasks; however, expectations of new learning were not matched in difficulty to the full range of pupils' abilities in the class. The pace of pupils' learning slowed because some pupils were not stretched enough when they were expected to complete work they were already able to do well. In a mathematics lesson, pupils concentrated on the work they were doing, although explanations and models of mathematical concepts were not sufficiently clear to ensure that all pupils developed new skills quickly. In another English lesson, the quality of learning was good; pupils became very involved in using adjectives to describe a character during independent work. Higher-attaining pupils were challenged well to build on their knowledge by writing a descriptive paragraph. Those needing additional help enjoyed working with an additional adult to write short sentences describing a character.

Pupils with special educational needs and/or disabilities, including those with speech, language and communication needs, enjoy working with adults in lessons and outside the classroom in small groups. They make satisfactory rather than good progress overall because the quality of their learning is uneven. Pupils who arrive

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part way through their education make friends quickly and do as well as their peers. Pupils who speak English as an additional language make satisfactory progress in their learning because they work hard with additional adults to complete the same work as other pupils.

Pupils enjoy school. The pupil council sometimes takes a leading role in improving the school. For example, the playground climbing wall was installed as a result of their suggestions and they have helped to survey parent and carer views on changes to the school logo. However, opportunities for pupils to take on responsibility more widely within the school and local community are limited. Together with visits from the local emergency services, clear advice on road safety and on keeping safe when using computers, they have a good awareness of how to keep themselves safe from harm. Pupils have positive attitudes to keeping fit and healthy. This reflects the school’s success in achieving Healthy Schools status. The large majority of pupils eat healthy lunches cooked at the school. Pupils enjoy using sporting equipment at break time and older pupils appreciate opportunities to learn cycling proficiency. Positive social skills, average attainment and average attendance mean pupils are satisfactorily prepared for the next stage in their education. Although pupils have a sound awareness of a variety of cultures and faiths, opportunities are sometimes missed to develop their knowledge and understanding of different cultures and faiths within the school, local and wider communities. The extent of pupils’ spiritual, moral, social and cultural development is satisfactory overall.

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	2
Pupils’ behaviour	2
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	3
The extent of pupils’ spiritual, moral, social and cultural development	3

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

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How effective is the provision?

Pupils have a clear understanding of what they are going to learn in class because teachers consistently explain this at the start of lessons. Good relationships between staff and pupils, and the effective way consistently good behaviour is encouraged, help to foster pupils' positive attitudes to learning. Pupils' good social skills are promoted successfully through opportunities to discuss their learning in pairs and small groups. For example, pupils in a reading session were sensibly playing a literacy game together, reading words and deciding whether they were made-up or 'proper' words. When teachers' lengthy explanations leave little time for independent work, or when pupils are expected to do fairly similar tasks despite the range of ability in the class, the pace of pupils' learning and progress slows. Opportunities are sometimes missed to ensure that all pupils know their targets and what to do to move up to the next level in their work.

The curriculum has not consistently ensured that pupils acquire skills swiftly in English and mathematics. This is because planning does not always build on what they know and can do already to ensure that tasks are consistently well matched to all pupils' needs. The school has rightly introduced recent enhancements to the way writing is taught, such as ensuring pupils have opportunities to write at length in a variety of different styles. Cross-curricular links are developing through the introduction of topic themes. However, opportunities are sometimes missed for pupils to practise and develop their literacy, numeracy, and information and communication technology skills across a range of subjects.

Pupils are known well as individuals. Staff play a robust role in supporting pupils' social and emotional development, and provide good care and guidance to those pupils, and their parents and carers, who experience challenging circumstances. Well-organised transition arrangements ensure that pupils make informed choices about their transfer to the next stage of their education. The school ensures important information is passed on to secondary schools when pupils leave at the end of Year 6. The teddy bear, awarded to the class with the best attendance each week, is one of a number of strategies the school has successfully introduced to improve attendance rates and punctuality. Even so, systems are having limited success in ensuring the whole-school community, including parents and carers, is clear about the importance of attending school regularly and good timekeeping. The breakfast club ensures a calm and healthy start to the day for the pupils who attend. Here, a variety of board games and opportunities to get to know pupils in various classes promote good personal skills.

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

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The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The governing body knows the school well and is developing skills in holding the school to account over pupils’ academic and personal outcomes. Pupils have equal opportunities to make satisfactory progress in their learning and all pupils, whatever their background or ability, have the chance to participate in activities in and out of school. Leaders, managers and members of the governing body drive improvements and embed ambition satisfactorily. Despite recent enhancements, a few inconsistencies remain in the quality of provision. Recently-appointed subject leaders are developing their roles and are not yet playing a full part in supporting the school’s drive for improvement. Members of the governing body ensure that safeguarding arrangements are satisfactory. Staff receive regular training on safeguarding and risk assessments are detailed. The school site is secure. Partnerships are used effectively. For example, through links with a local primary school, new teachers joining the school have benefited from additional support and guidance. The school has made satisfactory progress in its promotion of community cohesion and understanding of different religions and ethnicities that make up the local, national and global communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	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

Early Years Foundation Stage

Home visits by staff before children join the school, and opportunities to spend time

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in the Early Years Foundation Stage before they start, help children to settle quickly. They are happy and form positive relationships with adults and other children in the Nursery and Reception classes. Children work and play well together and share resources readily. For example, in the Nursery hairdressing role-play area, children enjoyed taking turns to use styling equipment on dolls’ hair. In the Reception class, children waited patiently for their turn to use the cooking equipment. Staff plan an appropriate balance of adult-led tasks and opportunities for children to choose. They rightly prioritise developing children’s listening and speaking skills, as well as their knowledge of phonics and their confidence in counting and doing basic calculations. Children benefit from daily sessions to practise these skills and develop their understanding well. For instance, children in Reception listened attentively to selected words and tried hard to use their knowledge of letters and the sounds they make to spell the words they heard. Children make good progress in the Nursery and Reception classes. The Early Years Foundation Stage is led and managed well. Staff keep clear and helpful records of their ongoing observations of children’s progress. Children in the Nursery develop their skills in the inside and outdoor spaces. Although children in Reception classes have opportunities to develop their skills outside, provision for outdoor learning in Reception is more restricted.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate of parents and carers to the questionnaire was average. A very large majority of the responses were positive. Most of those who responded are happy with their children’s experience at the school and almost all confirm that their children enjoy their time there. A few parents and carers do not agree, for example, that the school helps them to support their children’s learning and another few do not agree that their children are well prepared for the future. During the inspection, inspectors found satisfactory strategies to help parents and carers support their children’s learning and judged that pupils are satisfactorily prepared for the next stage in their education. Inspectors judged many other aspects of the school’s work to be satisfactory.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Colville Primary 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	66	31	32	1	1	0	0
The school keeps my child safe	51	53	43	45	0	0	0	0
The school informs me about my child’s progress	34	35	53	55	3	3	0	0
My child is making enough progress at this school	35	36	53	55	6	6	0	0
The teaching is good at this school	40	42	51	53	1	1	0	0
The school helps me to support my child’s learning	43	45	41	43	7	7	0	0
The school helps my child to have a healthy lifestyle	38	40	49	51	6	6	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)	26	27	51	53	9	9	1	1
The school meets my child’s particular needs	33	34	56	58	1	1	1	1
The school deals effectively with unacceptable behaviour	33	34	53	55	6	6	0	0
The school takes account of my suggestions and concerns	34	35	53	55	3	3	2	2
The school is led and managed effectively	42	44	49	51	2	2	0	0
Overall, I am happy with my child’s experience at this school	38	40	52	54	3	3	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



24 November 2011

Dear Pupils

Inspection of Colville Primary School, London W11 2DF

Thank you very much for your friendly welcome and for helping the inspectors when we visited your school recently. We enjoyed our visit and were pleased to see all the colourful art work on display around the school that you produced during arts week. This letter is to tell you about the judgements that we reached.

Colville Primary is a satisfactory school. You enjoy coming to school, behave well and get along well with each other. You have a good understanding of how to keep yourselves fit, healthy and safe. All the adults work hard to take good care of you. You enjoy all the new clubs and activities that the school organises for you. The youngest children get off to a good start in the Early Years Foundation Stage and you make satisfactory progress through the rest of the school. You reach similar standards in English and mathematics to most other pupils nationally by the end of Year 6, although we would like you to do better.

We have asked the staff to make sure that you build up your skills quickly in English and mathematics. We would like the school to ensure that you are set work that is the right level of difficulty for you in lessons. All of you can help by telling your teachers if you find the work too easy or too difficult. We would also like the staff to make sure that each of you knows clearly what you need to do in order to move up faster to the next level in your work in English and mathematics. All of you can help by remembering your targets and regularly checking for yourselves that you are meeting them. While we know that some of you attend school regularly, we have asked the school to work with your parents and carers to ensure that all of you come to school every day and on time so that you do not miss valuable learning.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard
Lead inspector

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