

Colville Primary School

Lonsdale Road, Portobello Road, London, W11 2DF

Inspection dates

19–20 November 2013

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.

- The strong leadership of the headteacher and governors has created a dedicated and enthusiastic team. Members of staff are proud to work at this school.
- Achievement is good. After a good start in the Nursery and Reception classes, pupils make at least good progress across the key stages to standards that are above average in mathematics and reading and broadly average in writing.
- Pupils who speak English as an additional language, pupils with special educational needs and pupils known to be eligible for free school meals are all supported well to make at least good progress.
- Pupils do especially well in reading and many reach the higher levels of attainment.
- Leaders know the school well because they have established good and rigorous systems for checking on the school's work including the quality of teaching. They use this information effectively to prioritise plans for further improvement.
- Pupils have good attitudes to learning and to all aspects of school life. They say they feel safe, are polite and behave well in lessons and around the school.
- The curriculum offers pupils a broad range of enjoyable opportunities and experiences; these ensure pupils' good spiritual, moral, social and cultural development.

It is not yet an outstanding school because:

- Not enough teaching is outstanding and some still requires improvement.
- In a few lessons, teachers talk for too long and pupils are not given the opportunity to work independently quickly enough or their learning is not checked often enough. This slows their progress.
- Pupils' achievement in writing is not as high as in reading and mathematics and too few more-able learners achieve the higher levels of which they are capable.
- The work in pupils' books is generally not presented well. Teachers' expectations of how work is recorded are not high enough.
- Middle leaders are not yet fully effective in checking the quality of teaching in their subjects because most are new to their roles.

Information about this inspection

- Inspectors observed teaching in 23 lessons or parts of lessons. Five of these were jointly observed with senior leaders.
- Inspectors heard pupils read and looked at samples of pupils' work.
- Inspectors examined 39 responses to the online Parent View questionnaire, talked to a group of parents and carers before school, took account of a recent school questionnaire and of a letter from a parent or carer. They also took account of the views of staff expressed in 38 questionnaires.
- Discussions were held with representatives from the local authority's advisory service, the Chair of the Governing Body and another member, and members of the school staff.
- Inspectors examined pupils' progress data and other school documentation, including the minutes of governors' meetings and safeguarding information.
- A formal discussion was held with a group of pupils. Inspectors also talked to pupils at break and lunchtimes as well as in lessons.

Inspection team

Barbara Firth, Lead inspector	Additional Inspector
Olson Davis	Additional Inspector
Fatiha Maitland	Additional Inspector

Full report

Information about this school

- Colville Primary School is a larger than average size primary school.
- Most pupils come from a range of minority ethnic heritages. The majority of pupils speak English as an additional language.
- Higher than average proportions of disabled pupils and those who have special educational needs are supported through school action. A lower than average are supported through school action plus or have a statement of special educational needs.
- Just over half of the pupils are known to be eligible for support through the pupil premium, which is additional funding given to schools for children in specific groups including those in the care of the local authority and those known to be eligible for free school meals. In this school the pupils eligible for the pupil premium are those known to be eligible for free school meals and this proportion is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In September 2013 the school welcomed nine new teachers including four who are newly qualified teachers. As a result of recent reorganisation some subject leaders are new to their positions.

What does the school need to do to improve further?

- Further improve teaching so that it is never less than good and more is outstanding by:
 - teachers checking pupils' learning more regularly during lessons and, when necessary, adjusting the task so that the pace of learning does not slow
 - ensuring more-able pupils get to more challenging and independent work sooner and are not required to listen unnecessarily to teachers' explanations if they already know what to do
 - strengthening the role of the newly appointed subject leaders so that they can be fully effective in improving the quality of teaching in their subjects.
- Improve the quality of writing in order to accelerate achievement, especially for the more-able, by:
 - giving pupils more opportunities and longer periods of time to complete extended pieces of writing across subjects
 - increasing the expectation that pupils will produce neat, well-formed handwriting and use correct spelling and punctuation in all subjects.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well from their various starting points. They do particularly well in reading and mathematics but progress is not as rapid in writing, especially for the more able.
- Children make good progress in the Early Years Foundation Stage. From starting points that are often below those typical for their age, good teaching ensures they achieve standards broadly in line with national expectations at the end of Reception.
- In Key Stage 1, pupils make at least good progress and reach standards that are now above the national average in writing and reading and well above in mathematics.
- Attainment at the end of Key Stage 2 has improved since the previous inspection. Pupils make at least good progress and leave with standards that are well above the national average in reading and above in mathematics. Standards in writing and the new measure of English, grammar, punctuation and spelling are broadly in line with the national average.
- Reading is particularly strong in the school. Reading has a high priority in the curriculum and the teaching of phonics (linking letters and sounds) is good and well structured. In 2013, the proportion of pupils in Year 1 who met the required standard in the government's screening check for phonics was an improvement on 2012 and above the national average. By the end of Key Stage 2, standards in reading are well above the national average with three quarters of pupils achieving the higher Level 5. Very many pupils love reading and are able to read a wide range of books.
- Leaders have rightly recognised that achievement is not as strong in writing and have plans and strategies in place to address this. As a result, attainment at the end of Key Stage 1 has improved over the last three years. However, the proportion of more-able pupils reaching the higher levels at the end of both Key Stage 1 and Key Stage 2 is not as high in writing. This is because pupils do not have enough opportunities to complete extended pieces of writing in all subjects. In addition, pupils' spelling and their use of punctuation are not always accurate and too often pupils' handwriting is untidy. Pupils are not always clear what standards of presentation are expected of them.
- Pupils from minority ethnic backgrounds, those who speak English as an additional language, disabled pupils and those who have special educational needs make at least good progress. They are well supported and planned for in lessons and reach attainment levels in reading, writing and mathematics that are above those of their peers nationally.
- Pupil premium funding is used well for extra staffing, one-to-one tuition, group support and extra resources, which are helping to accelerate progress for eligible pupils. As a result their attainment is better than that of similar pupils nationally. In 2013, the attainment of Year 6 pupils known to be eligible for free school meals was approximately five months ahead of their peers in school in reading. However, it was 11 months behind in writing and English, grammar, spelling and punctuation and six months behind in mathematics. Fewer pupils achieved the higher level as compared to their peers in school in these subjects.

The quality of teaching is good

- The majority of teaching seen during the inspection was good with none inadequate. Teachers who are new to the school are quickly becoming familiar with the school, the pupils and the school systems.
- The school's comprehensive assessment information shows that across the school most pupils make good progress. The accuracy of this evidence, the standards achieved at the end of both key stages in 2013, progress seen in pupils' books and that of the headteacher's regular and rigorous monitoring and evaluation of teaching, securely supports the judgement that teaching over time is good.
- The teaching of children in the Early Years Foundation Stage is good and, as a result, children

make at least good progress in both the Nursery and Reception classes. Children were observed being actively engaged and enjoying a good range of activities which were well planned both inside and outdoors. This is an improvement since the previous inspection. Both teachers and teaching assistants are skilled in asking good questions which encourage independence and help move children on with their learning. However, opportunities were sometimes missed to challenge the more-able learner, for example in extending their vocabulary.

- Routines are well established and teachers manage their classrooms very well ensuring that they promote a positive attitude to behaviour and learning. As a result, pupils respond well to their teachers and other adults and are engaged with their learning. However, when the task is not challenging enough, the pace of learning slows and pupils do not make the progress they are capable of.
- Teachers use practical approaches to learning and promote pupils working with their learning partners, enabling them to make good, and sometimes outstanding, progress. Questioning is used well to test pupils' understanding and move pupils onto the next steps in learning.
- In weaker lessons, teachers do not check on pupils' understanding regularly enough during lessons and too often all pupils start with the same work. This means that the most-able pupils are given work that is either too easy or is about something they already know well, consequently they are not pushed hard enough to make even better progress.
- Teachers mark work regularly and use this assessment information to plan lessons effectively. They are using the new marking policy well, providing pupils with next steps in their learning. Increasingly pupils are given time to respond to their advice.
- While some good quality writing is produced, the standard of recording in pupils' books is often untidy and handwriting for many pupils is poorly formed. Teachers do not always demand high enough quality presentation and accuracy of work. There are insufficient structured opportunities for pupils to write at length and independently in subjects other than literacy. Consequently, pupils do not put as much effort into their writing in other subjects.
- Disabled pupils and those who have special educational needs are very well supported by teaching assistants and other adults. They know pupils well, and this enables them to provide appropriate support and to promote pupils' independence both in class and in small groups.

The behaviour and safety of pupils are good

- Pupils respond well to the good teaching within the school to actively participate in lessons. They are enthusiastic about learning and many develop a real love for reading. Only in the few weaker lessons do they become less motivated but even then they demonstrate patience and do not distract the learning of others.
- This is a warm and welcoming school in which pupils are kept safe and behave well. They are polite and courteous in lessons and around the site. Pupils from a wide range of backgrounds get on well with each other and respect each other's differences. The school is effective in promoting positive relationships and ensuring that discrimination is not tolerated.
- Pupils say that behaviour is good in school and that instances of bullying are very rare. They know about the different types of bullying including cyber, physical and verbal and are confident that staff would help them if there was a problem.
- Pupils say that they feel safe in school. The school ensures that they know how to stay safe, for example through assemblies led by the local community policeman on road safety. All parents and carers responding to the questionnaire agreed that their child is happy and kept safe in school and that behaviour is well managed.
- The school has worked hard to promote good attendance and punctuality; these have improved since the previous inspection and are now average.
- Behaviour is not outstanding because there are some instances where a few pupils do not behave as the school expects and sometimes pupils lose interest in learning in lessons.

The leadership and management are good

- The headteacher leads the school with a clear vision. He is well supported by a very able deputy headteacher, a close-knit staff and a committed governing body. This has resulted in rapid but sustained improvement that can be seen in pupils' work and test results over the past two years since the previous inspection. One member of staff said, 'Every member of staff is passionate about what they do and we all strive towards constant improvement and development.'
- Senior leaders have improved the quality of teaching and pupils' achievement since the previous inspection and are focused on improving it further, especially in supporting the development of those staff new to teaching. The correct priorities have been identified to achieve this and leaders check carefully to ensure that improvements have been made. This demonstrates the school's strong capacity to continue to improve.
- Senior leaders, and increasingly middle leaders, regularly observe teaching, review the quality of work in pupils' books and look at the progress pupils are making. They revisit teaching that is not up to standard and give support. Senior leaders have recognised the need to ensure that recently appointed middle leaders play their part to the full in helping to improve teaching and learning further in the subjects they are responsible for. They ensure that appropriate support, training and time are provided to ensure this happens.
- Systems for managing teachers' performance are rigorous and effective. The targets set for teachers are based on the Teachers' Standards and the school's self-evaluation, with a strong focus on improving the progress pupils make in their learning. Regular training is provided for teachers and support staff. This is closely tied to the school's performance management systems.
- The school has a detailed strategic plan for how the pupil premium funding is to be spent and evaluates its impact through termly progress meetings.
- The broad and balanced curriculum is well matched to pupils' learning needs, promoting both good achievement and the development of basic skills. The pupils' social, moral, spiritual and cultural development is supported well by the school through strong links with local community arts groups, an extensive range of visits and visitors and the specialist teaching in music and art.
- Links with parents and carers are good and the vast majority are very positive about the school. The school is involved with a range of agencies to support family learning and welfare.
- The local authority provides an appropriate level of support which has reduced recently due to improvements in pupils' achievement.
- At the time of the inspection, all statutory requirements relating to safeguarding were met. Senior leaders are effective in ensuring that there is no discrimination and that all pupils are treated equally.
- The school has used the school's sports funding to employ a specialist PE teacher to work alongside class teachers to develop the quality of PE teaching and also to increase the range of after-school sports clubs and activities. It is too early to assess the impact of the effectiveness of the provision and its impact on pupils' well-being and achievement.
- **The governance of the school:**
 - Governors are ambitious and bring a wide range of skills and relevant experience to the school and keep themselves well informed as to how the school is doing through regular and focused visits. They ensure that the school complies fully with all requirements for safeguarding and protection. Members regularly attend appropriate training courses and have a good understanding of the quality of teaching in the school. They are aware of how the pupil premium funding has been spent and its impact on pupils' progress. They ask challenging questions of the leadership team and have set robust targets for the performance of the headteacher. Governors help to ensure that good decisions are made in allocating finances, including the pupil premium, and rewarding teachers appropriately for their work.

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	100481
Local authority	Kensington and Chelsea
Inspection number	425505

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	301
Appropriate authority	The governing body
Chair	Jehan Weerasinghe
Headteacher	Jagdeep Birdi
Date of previous school inspection	22–23 November 2011
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