

Gilbert Colvin Primary School

Strafford Avenue, Ilford, IG5 0TL

Inspection dates 12–13 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	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 because

- Standards by the end of Year 6 have improved significantly in all subjects since the last inspection.
- Pupils now make good progress across the school.
- Most teaching is good across the school, and some is outstanding. Pupils learn well because their teachers and teaching assistants use questions effectively to encourage pupils to explain their understanding.
- Parents and carers are very pleased that their children are happy and looked after in school.
- Pupils have good attitudes to learning. They listen well and respond with enthusiasm in lessons. They are courteous and look after the school and each other.
- The school cares for its pupils very well and keeps them safe.
- The headteacher and other leaders have high expectations of teachers and pupils. The training and support given to staff have led to significant improvements in the quality of teaching and pupils' achievement.
- Governors are knowledgeable and are effective in checking that key improvements are made.

It is not yet an outstanding school because

- There is not enough outstanding teaching. Teachers do not always help pupils to understand how they can improve their work.
- Sometimes the work set for the most able pupils is not challenging enough.
- Some leaders who are new to their roles are not yet fully involved in improving the quality of teaching and achievement in their subjects.

Information about this inspection

- Inspectors observed 20 lessons or part lessons, including two that were observed jointly with the headteacher and deputy headteacher. Inspectors also carried out a series of shorter visits to lessons.
- Meetings were held with the headteacher, deputy headteacher, senior leaders, subject leaders, special needs leader, groups of pupils, four members of the governing body and a representative from the local authority.
- Inspectors heard pupils read and spoke to pupils during the lunchtime break.
- Inspectors took account of 12 responses to the online questionnaire, Parent View, as well as informal discussions with parents and carers, a phone call and a recent parent survey carried out by the school. The views of 36 staff who returned the questionnaires were taken into account.
- Inspectors looked at a range of evidence including: the school’s tracking of pupils’ attainment and progress; the school’s self-evaluation; the school’s development plan; records of the school’s own observation of lessons; work in pupils’ books; behaviour and attendance records; minutes of governing body meetings; arrangements for safeguarding; and local authority reports.

Inspection team

Pervina Saunders, Lead inspector	Additional inspector
Tom Canning	Additional inspector
Tusha Chakraborti	Additional inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is lower than the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals and looked-after children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is similar to that found nationally.
- The school makes use of places offered to disabled pupils and those who have special educational needs in The Hatton School and Special Needs Centre.
- Most pupils come from minority ethnic backgrounds. The proportion speaking English as an additional language is much higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Since the previous inspection there have been several changes in staff.
- There is a privately run breakfast and after-school club on the school site. This is inspected separately.

What does the school need to do to improve further?

- Improve teaching so that more of it is outstanding by making sure that:
 - the most able pupils are always given work that will challenge them
 - marking, especially in some Key Stage 2 classes, helps pupils to understand how they can improve their work and that pupils act on teachers' advice
 - the teaching in Year 3 and Year 4 is as strong as the best teaching in the school.
- Increase the involvement of subject leaders new to their role in checking and improving the quality of teaching and learning in their areas of responsibility.

Inspection judgements

The achievement of pupils

is good

- Pupils' progress has improved considerably since the last inspection, partly because their achievement is now being more closely tracked. Pupils not making enough progress are quickly identified and are given the support they need to make better progress. As a result, in Key Stage 2, the attainment of all groups of pupils in the 2013 national tests improved in mathematics, reading and writing. The proportion of pupils making expected progress is high compared to the national figures.
- Current school data show that attainment in Key Stage 1 is improving and more pupils are now reaching the higher levels in mathematics, reading and writing. Pupils in Reception, Year 2 and Year 6 are on track to improve further on last year's results.
- Children enter the Nursery with skill levels that are often well below those typical for their age, particularly speaking skills. During their time in the Nursery they make very good progress because of the excellent teaching and support they receive from the adults. They continue to make good progress in Reception and are well prepared for learning in Year 1.
- The number of pupils reaching the expected standard in the Year 1 screening check for phonics (sounds that letters make) was above the national figure in 2013 and the school predicts that this will also be the case this year. Those who did not achieve the expected standard are very well supported in Year 2 and so catch up quickly.
- Pupils enjoy reading and use their phonics skills very well. They write for different purposes and eagerly attempt problem-solving and investigative work.
- Senior leaders and governors take care to ensure all pupils have an equal opportunity to do as well as they can. All groups of pupils, including disabled pupils, those with special educational needs and those who speak English as an additional language, make good progress. Their needs are identified early and activities are well planned.
- Pupils who attend The Hatton School and Special Needs Centre make very good progress.
- In 2013 pupils eligible for additional funding made very good progress. That said, their attainment was five terms behind other pupils' in mathematics, two terms behind in reading and one term behind in writing. However, school data indicate that in all year groups up to Year 5 the gap is steadily closing.
- In the current Year 6 over half of the pupils eligible for the additional funding also have special educational needs. While the gap between their attainment and that of their classmates is greater than that found in the other year groups, they are making good progress.
- Last year the most able pupils made good progress by the end of Key Stage 2. Increasing proportions of the most able pupils are now attaining higher scores in mathematics, reading and writing. However, leaders are aware that the challenge in lessons for these pupils is not always at the highest level because the work they are given is sometimes too easy and does not enable them to make rapid progress.

The quality of teaching

is good

- Teachers and teaching assistants are very good at asking effective questions which help pupils to explain their answers and think more deeply about their work.
- Teaching assistants are skilful in supporting teaching and learning. They provide good support for pupils, especially those whose circumstances mean that they may not do as well as others.
- There are strong and supportive relationships between all adults and pupils in the classroom. Pupils are therefore keen to learn and do their best to succeed in the work they are given. Work in pupils' books provides clear evidence that teaching is good.
- Most teachers have high expectations and plan interesting activities which engage the pupils

well.

- Some teachers in Year 3 and Year 4 do not always thoroughly check pupils' understanding and alter tasks to help pupils make faster progress.
- Children progress rapidly in the Early Years Foundation Stage because the teachers track them closely and so know the children's individual needs very well. This means that they are then able to plan suitable work according to the pupils' needs.
- Teachers regularly mark pupils' work and some marking indicates very good dialogue between the teacher and pupil. However, in some Key Stage 2 classes, work is marked but does not point out clearly what pupils need to do to improve their work. Advice given is not always followed up and so the pupils continue to make the same mistakes.
- In Year 5 a high level of challenge was seen in the work set for the most able pupils. For example, pupils were encouraged to explore the properties of a circle and challenged to find the formula for the circumference and then to use it. However, this is not the case in all classes. The most able pupils are not yet challenged consistently at the highest level because work that will stretch them is not given early enough in lessons, limiting the potential for rapid progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good within lessons and around the school. The school's own records also show that pupils behave well.
- Pupils have good attitudes to learning. They care very much for each other and readily help each other understand the work given to them.
- During breaks and lunchtime, pupils play well together. They enjoy being play leaders and peer mentors. They help others to find playmates and to resolve conflicts. Pupils say that 'everyone supports you in this school'.
- Pupils selected to be school ambassadors proudly tell visitors about their school. The pupils feel they are listened to because the school councillors have been able to suggest lots of changes to the playground.
- The school is a 'Rights Respecting School' and very good values are promoted.
- Pupils keenly raise funds for charities such as UNICEF and are currently collecting funds for children in Syria.
- Pupils say that there isn't any bullying and they are confident that any cases would be sorted out by adults. They say everyone is treated equally and there is no discrimination.
- Attendance rates are similar to the national average and are improving because of the rigorous monitoring that is carried out. There have been no exclusions in the past five years.
- The school's work to keep pupils safe and secure is good. Pupils are well taught about how to stay safe. They know about the dangers of using drugs and have created their own posters about staying safe on the internet.
- Most of the parents and carers who responded to the Parent view questionnaire or spoke to inspectors said that their children are happy in school and feel safe and well looked after.

The leadership and management are good

- The headteacher is passionate about achieving the very best for all pupils in the school and has been successful in improving the quality of teaching and learning.
- She is ably supported by other senior leaders, who are equally committed to improving teaching and learning. A couple of senior leaders are also moderators for the local authority and use their

expertise to support other teachers in the school.

- Leaders have created a welcoming and purposeful atmosphere. The environment is attractive and the pupils take great pride in it.
- Rigorous systems have been developed to check the quality of teaching and learning and to track the pupils' progress and attainment. Leaders now have a very good grasp of how well groups of pupils are performing throughout the school.
- There are secure links between teachers' performance and pay progression.
- The school's view of its strengths and weaknesses is accurate. There is a detailed improvement plan based on the most important priorities. It is constantly reviewed and updated.
- English and mathematics leaders are very effective in leading their subjects and have improved teaching and learning. However, some of the other subject leaders new to their role do not play a full part in checking the quality of teaching and achievement.
- The curriculum is based around topics and makes good contributions to pupils' enjoyment of learning. It has been revised and parts of the new curriculum are already in place. It is enhanced by numerous clubs such as drama, karate, sewing, recorder, cookery and music. The choir has represented the school in concerts at the Royal Albert Hall.
- Provision for spiritual, moral, social and cultural development is strong. Pupils learn to respect each other's faiths and have very caring attitudes.
- The primary school sports funding is used well to improve the breadth of opportunities available for pupils to participate in healthy activities. This is helping pupils to develop healthy lifestyle habits. For example, their gymnastics skills allow them to compete very successfully in local and national competitions.
- Staff who responded to the staff questionnaire are very positive about the school. The school has the capacity to improve further, as shown by school leaders' success in improving the quality of teaching and achievement for pupils in mathematics, reading and writing since the last inspection.
- Effective safeguarding systems meet statutory requirements and policies are consistently applied.
- Parent and carers feel that there has been an improvement over time and now have greater confidence in the school.
- The local authority has provided good support which has helped the school to improve the quality of teaching and learning.
- **The governance of the school:**
 - The governors are very knowledgeable. They know how well the pupils perform compared to national standards because they carefully look at the school's own data and published data. They make regular visits and see for themselves how improvements are progressing. They ask searching questions to find out how well the school's actions are working to improve pupils' achievement. Governors understand the link between teachers' pay increases and pupils' progress and are mindful that only the best performance will be rewarded. They are aware of what support has been provided to improve teaching and know when there is any underperformance. They check how effectively the additional funding is spent and hold leaders to account for the impact of expenditure on eligible pupils' performance. They manage the budget carefully to ensure it supports the improvement plan.

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	102805
Local authority	Redbridge
Inspection number	442140

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	457
Appropriate authority	The governing body
Chair	Ms Frankie Chissim
Headteacher	Ms Debbie Wiles
Date of previous school inspection	18–19 October 2012
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