

# Colindale Primary School

Clovelly Avenue, Colindale, London, NW9 6DT

**Inspection dates** 19–20 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Colindale Primary School is a friendly, stimulating place of learning for pupils, staff and parents and carers.
- Its attractive, well-planned, new building is suitable for all, including physically disabled pupils and those with other special educational needs.
- All groups of pupils achieve well because time for learning is used carefully and opportunities for learning are broad and effective.
- Pupils behave well and are keen to learn. They are kind, considerate to and respectful of others. They are studious and keen to learn.
- Pupils enjoy coming to school and attend regularly. They report that they feel safe at school.
- Teaching is good. Teachers plan and prepare interesting opportunities for learning, such as trips and science week. These help pupils' enjoyment, motivation and progress.
- Leaders, including governors, use their good knowledge of the school well to drive improvements. They have maintained a good quality of teaching and positive achievement, despite considerable changes to staff, the school building and environment.

### It is not yet an outstanding school because

- A small proportion of pupils do not make good progress as planned activities are sometimes too easy or too difficult. Occasionally learning is hindered because pupils do not know what to do when they finish a task prematurely, or how to use what they already know, to expand their learning further.
- Some leaders, including some governors, are not clear about their roles and responsibilities, which have changed as the school has developed and grown. Consequently they do not fulfil these completely to ensure records are fully kept, analysed or used to drive even further improvements.

## Information about this inspection

- During the inspection, 36 lessons or part-lessons were observed. All 21 class teachers were seen. Ten of the observations were carried out jointly with a school leader, including the head teacher, deputy headteacher or assistant headteacher.
- Discussions were held with parents, pupils, governors, a representative from the local authority, senior leaders and staff.
- Inspectors received the views of parents and carers through 50 responses to the online questionnaire, Parent View, responses to a recent school questionnaire and informal discussions.
- The inspectors considered the views of staff, through the 58 responses to the Ofsted inspection questionnaire and discussions.
- The inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' current progress, pupils' work, the school improvement plan, checks on the quality of teaching and pupils' achievement, local authority reports, documents relating to safeguarding and records relating to behaviour and attendance.

## Inspection team

Jo Curd, Lead inspector

Additional Inspector

Michael Buist

Additional Inspector

Colin Lower

Additional Inspector

Gillian Bosschaert

Additional Inspector

## Full report

### Information about this school

- The school is much bigger than most other primary schools. Over recent years it has grown considerably and now has three forms in most year groups and four in Year 1.
- There have been several staff changes since the previous inspection, especially over the past year. Eleven of the 21 class teachers started at the school in September 2013.
- In response to the school's growth, the leadership team has changed. It has new assistant headteachers and new phase leaders responsible for different year groups.
- There has been considerable change to the school's governing body. Several members completed their term of office and seven new members have joined since September 2013. The chair of governors has been in this position for a year.
- Almost all the pupils are from a very wide range of different minority ethnic groups. Almost three quarters have English as an additional language. About 15 per cent are at early stages of acquiring this as their second language.
- The proportion of disabled pupils and those with special educational needs, supported at the level of school action, is in line with that in most other schools.
- The proportion of disabled pupils and those with special educational needs, who are supported at the level of school action plus or statements, is higher than in most other schools. The school has been specially resourced for eight pupils with physical disabilities. They receive specialist support and are taught with peers in the mainstream classes. These pupils often also have additional learning difficulties. In addition, there are pupils with Down's syndrome and autistic spectrum conditions who also have statements.
- The school moved into a new building on the other side of the school site, with a different address, three years ago. It has a swimming pool and physiotherapy room, designed specifically for its physically disabled pupils.
- The proportion of pupils who are known to be eligible for pupil premium (additional government funding) is slightly higher than in most other schools. This additional funding is for specific groups of pupils, including those who are known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.
- Acorn assessment centre, managed by a local special school, is based within the school. Children from here join the Nursery for short periods each day.

### What does the school need to do to improve further?

- Improve the quality of teaching and of achievement so that both are outstanding by ensuring that:
  - activities are suitably challenging for all pupils
  - pupils know what to do when they finish a task and how to use what they already know to expand their learning further.
- Make sure that leaders, including governors, know the precise expectations of their roles, so that they can take full responsibility for these and check, as well as use, all information fully to develop the school further.

## Inspection judgements

### The achievement of pupils is good

- All groups of pupils, including those from different ethnic groups and different starting points, achieve well. Over time there are no significant differences in the overall achievements of any of the different groups of pupils in the school. This is because leaders and teachers keep a close eye on how well pupils are doing and provide extra support where this is needed. There is no evidence of any discrimination and all pupils are provided with the opportunity to achieve well.
- Achievement is not outstanding because the progress of a few pupils from some of the groups slows occasionally. Planned activities are sometimes slightly too easy or too difficult for some pupils and they do not always know what to do when they finish a task, or how to extend their learning further.
- Children enter the Early Years Foundation Stage in the Nursery or Reception class with knowledge, skills and understanding below those expected at this age. Many have very little English. They make good progress in the nursery and reception classes and the proportion of children who reach the levels expected at the end of the reception year is just above the national average.
- Pupils progress well, but with variations, through Key Stages 1 and 2. The proportion of pupils who do well in the phonics check for six-year-olds is in line with the national average. By the end of Year 6, attainment is just above the national average for writing and mathematics. In 2013, attainment in the national spelling, punctuation and grammar assessment was significantly above other schools.
- In 2013 over half the Year 6 pupils made more than expected progress for their age in mathematics. These pupils, especially those who found learning more difficult, made slightly less progress in reading. Leaders have addressed this by raising the profile of reading throughout the school, providing more opportunities for pupils to read aloud and developing attractive reading areas in all classrooms. This is having a positive impact and school records show that achievement in reading has risen.
- Pupils who have English as an additional language achieve well, because there is a high emphasis on speaking and listening. Lots of activities are visual and practical and teachers frequently check that all the pupils understand and use vocabulary correctly.
- Disabled pupils and those with special educational needs, including physically disabled pupils who receive specially resourced help, achieve well because the support assistants are skilful and well trained. These pupils are encouraged and enabled by high expectations of staff, specialist equipment, well-planned activities and input from a range of other professionals. Physically disabled students benefit from regular exercise and physiotherapy, which helps their coordination and strength. Good use of specialist equipment, such as large balls in physical education and information technology for writing, successfully helps to improve their learning and skill.
- More able pupils achieve well, because staff have high expectations and provide stimulating open-ended opportunities. The involvement of some more able pupils, amongst others, in the school newspaper is a prime example of this. Occasionally, their progress is hindered because they are not sure what to do when they finish a task or how to extend their learning further.
- The achievement of pupils known to be eligible for additional funding is slightly below others. Over the school this is improving and the gaps in their learning are closing. This is because the funding is used well to meet their specific needs. For example, teachers realised that some had few opportunities to read to adults at home. They have consequently used funding to employ and train additional teaching assistants to hear them at school. At the end of Year 6 in 2013, these pupils were just a term behind others in mathematics, reading and writing.
- Pupils enjoy sport and are enthusiastic about physical education. The additional sports funding is being used to buy more sports equipment and to provide extra clubs for sports after school. Along with physical education lessons these successfully help pupils' cooperative and social skills,

and the health and well-being of them all, including those with physical disabilities.

### **The quality of teaching**

**is good**

- Teaching is generally effective because staff use their detailed knowledge of pupils well, to plan and prepare interesting lessons and activities. These help the achievement of all groups, as well as their spiritual, moral, social and cultural development.
- It is not outstanding because activities are sometimes slightly too easy or too difficult for a few pupils. Some occasionally wait when they have finished a task, as they do not know what to do next or how to extend their learning further.
- Teaching in the Early Years Foundation Stage is effective because activities in classrooms and outside are numerous, varied and well-planned. Staff have good relationships with the children, encourage their curiosity and independence, supporting them whenever necessary. Boys and girls in the Nursery, for example, were fully absorbed in writing and drawing in a small den made under a table. Torchlight and mirrors added to the exciting atmosphere, which motivated their learning well.
- Pupils are hard-working and keen to learn. They take pride in what they do and present their work legibly and neatly. Pupils' work is displayed carefully and attractively around the well-kept school. The high quality of the displays and attractive classrooms successfully encourage pupils to do well and take pride in what they do. A religious education display showing artefacts and photographs, as well as pupils' work, and Year 6 'Diaries of a homeless person', are just two examples of this.
- Teaching assistants play valuable roles in pupils' learning. Specialist learning support assistants help disabled pupils effectively, patiently and clearly. They have appropriately high expectations for these pupils and encourage them to be as active and independent as possible, as well as meeting their individual needs very well.
- Communication and language skills are promoted well throughout the school. Time is provided for discussion to ensure that all pupils, including those with English as their second language, understand and use vocabulary correctly. Staff question pupils well, promoting their thinking and verbal skills, give them appropriate time to reflect on the questions and to think carefully about their answers.
- Teachers plan and prepare activities which interest and engage pupils well. Pupils in Year 6 were engrossed in a poem about a dog during the inspection. They were all fascinated with both the subject matter and how the poem had been written. Activities were suitable for all, the more-able were challenged well and those who needed it were supported effectively.
- The standard of marking is consistent in all subjects which represents a good development since the previous inspection. Although marking is carefully done, there are occasions when pupils are not sure what to do next, or how to move on in their learning. The setting of purposeful and interesting homework makes a useful contribution to pupils' good achievement.

### **The behaviour and safety of pupils**

**are good**

- The behaviour of pupils is good. Almost all pupils behave well in and out of lessons. Members of the public and those in organisations such as theatres, comment on pupils' manners and consideration when they are on trips out of school.
- Pupils have positive attitudes to work and are keen to learn. They are hard-working and proud of their achievements. Their work is neat and well presented. However they do not yet have the skills, confidence or knowledge to take initiative and use what they already know to extend their learning further on the rare occasions that they finish a task prematurely.
- Any unwanted or inappropriate behaviour is managed extremely well through very clear systems which all staff use. Consequently disruptions are extremely rare and time in lessons is used well for learning.
- Relationships are warm and supportive. Pupils develop high levels of respect, consideration and helpfulness to others. Physically disabled pupils build positive relationships by, for example, choosing a friend to go to physiotherapy with them, or choosing others to sit on chairs adjacent

to them when others are sitting on the carpet.

- The school's work to keep pupils safe and secure is good. Systems to ensure safeguarding are in place. Risk assessments are detailed and thorough. The school building and site are secure, of good quality and maintained extremely well.
- Pupils have a good understanding of different types of bullying, including physical, verbal and on the internet. They are adamant that incidents should not occur and know what to do and who to tell if they do.
- Pupils, including the physically disabled, say they feel safe because they learn how to respond in different and potentially dangerous situations, such as when swimming or using the internet, because they know friends and staff will help them if they need it.
- Most parents and carers are positive about behaviour and safety and say that their children are comfortable and confident to come to school. Staff are also positive about these aspects, have good relationships with pupils and 'love their jobs'.

### **The leadership and management are good**

- Leaders have improved the school well since its previous inspection. They have moved to a new school building and successfully addressed all areas identified for development. The headteacher and deputy headteacher were very involved in planning the new building. Its design and layout are attractive and highly conducive to learning. It is particularly suitable for physically disabled pupils with slopes, a lift, a swimming pool and wide corridors, which allow for easy access, movement and storage of wheel chairs and other specialist equipment.
- Leaders give high priority to improving teaching and learning. They have successfully maintained an effective quality of teaching, despite considerable staff changes and the move to the new school building. They have improved their checks on pupils' progress, marking and feedback, which were identified as areas for development at the last inspection. They have purchased a new system to record and analyse pupils' progress and use this well to identify and address any areas of weakness which occur.
- They have also developed opportunities for learning since the previous inspection. These are stimulating and relevant. Special events such as 'science week' inspire pupils, helping their enjoyment of learning as well as their achievement. A wide range of clubs and trips, including those to different places of worship and those with overnight stays, also help pupils' spiritual, moral, social and cultural development.
- Communication with parents has also improved greatly since the previous inspection. Most parents are very grateful for all that the school offers, including improved communication. As one said, 'We really appreciate seeing the staff at the school gates each day and really like seeing the headteacher'. They also value social events organised by the school's parent teacher association, which help strengthen the school community and weekly lessons in English for parents and carers at early stages of using this.
- Leadership has expanded to include assistant headteachers, phase leaders and subject coordinators. Some new roles are not completely clear and consequently some leaders do not fulfil them effectively, which slightly slows further school development. For example, all leaders now monitor teaching. They make clear evaluative checks on lessons, books and pupils' views. This has helped to maintain a positive quality of teaching, but because their different records are not fully compiled or analysed they have not yet used this to full effect and improved all teaching.
- The local authority provides light touch support for this good school. The new local authority inspector has helped to improve some less effective teaching recently as well as helped to recruit and appoint new staff.
- **The governance of the school:**
  - Governance is good and governors support the school well. Even though half of the members are new, they are quickly gaining an accurate understanding of the school, including the rates of achievement and quality of teaching. However, some are not fully aware of the precise remits of their roles and responsibilities. They are beginning to develop this understanding

through listening to other knowledgeable and experienced governors, open discussion, informative reports and training.

- They meet their statutory duties for safeguarding and manage finances well. Through challenging discussion and supporting other school leaders, they have been instrumental in maintaining the school's positive quality of teaching. They are involved in the headteacher's targets for improvement and have systems to ensure that teachers are suitably financially rewarded for their work. Governors know how additional funding, including the primary sports funding, is used and the positive impact this has on the progress of eligible pupils.

## 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

<b>Unique reference number</b>	101269
<b>Local authority</b>	Barnet
<b>Inspection number</b>	431269

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	648
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Hawkins
<b>Headteacher</b>	Sally Lajalati
<b>Date of previous school inspection</b>	3–4 June 2009
<b>Telephone number</b>	020 8205 8706
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