

Colville Primary School

Lonsdale Road, Portobello Road, London W11 2DF

Inspection dates

12–13 February 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Dedicated and visionary leaders have led and sustained improvements across the school. They create a culture of exceptionally high expectations that motivates and inspires pupils and staff.
- Leaders have strong moral purpose. They are committed to providing a high standard of education and offering exceptional opportunities to all their pupils, regardless of ability or background.
- Pupils make excellent progress in a wide range of subjects, as a result of outstanding teaching. Leaders and teachers are highly aspirational for pupils' learning. By the end of Year 6, pupils' progress in reading and mathematics is consistently well above the national average.
- The promotion of social, moral, spiritual and cultural development is at the heart of the rich and varied curriculum. Pupils thrive at this school and develop into well-rounded individuals.
- Disadvantaged pupils make very strong progress because of high-quality teaching and targeted support. However, leaders are ambitious for more disadvantaged pupils to achieve greater depth in their writing.
- Pupils are safe and well looked after in the nurturing school environment. They speak highly of their teachers. Pupils are confident and curious learners who clearly want to do their best.
- Teachers and support staff deliver well-planned and interesting lessons. Pupils rise to the high levels of challenge on offer. Teachers know their pupils well and make sure work is tailored to individual needs.
- Attainment throughout the school is exceptionally high. At the end of key stages 1 and 2, pupils routinely achieve well above national averages in reading, writing and mathematics.
- The early years provision is outstanding. Members of staff have a secure understanding of how children learn. They make sure that children make strong progress in all areas of learning. Children really enjoy the fun and purposeful activities.
- Pupils' behaviour is exemplary. They are respectful and unfailingly polite. Attendance is high, and pupils enjoy coming to the school each day. Parents and carers are overwhelmingly positive about all aspects of the school.

Full report

What does the school need to do to improve further?

- Ensure that more disadvantaged pupils achieve greater depth in their writing.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- School leaders, staff and governors share a commitment and ambition to give pupils the best possible start in education. They have driven sustained improvements to make this a highly successful school. Parents are fully supportive of school leaders and value the outstanding standard of education that their children receive.
- Senior school leaders have played a pivotal role in transforming the school. They have built a culture of high expectations and firmly believe that pupils from all abilities and backgrounds can achieve excellence. Leaders continue to raise standards for what pupils can do.
- Leaders are highly reflective and use a range of sources to support their own evaluation of the school. They ensure that their judgements are supported by external validation. Leaders review their actions systematically and take decisive and effective action to address any areas for improvement.
- The school has a strong culture of leadership development. Senior leaders nurture leadership potential in their staff and support them well through coaching and high-quality training. Middle leaders share senior leaders' drive and enthusiasm and are very effective in their roles. They are actively involved in the monitoring and development of their specific areas of responsibility and can demonstrate the positive impact they have had on school improvement.
- Leaders monitor the quality of teaching and learning meticulously through its impact on pupils' progress. With teachers, they focus on individual pupils and set precise targets to address any gaps in learning. Accountability at every level ensures that staff have a collective approach to providing excellent provision for their pupils.
- Staff morale is exceptionally high. Members of staff enjoy working at the school and benefit from the professional development they receive. Members of staff feel that leaders collaborate fully with them, saying that training 'is not done to us; leaders learn with us'. Teachers who are new to the profession feel very well supported.
- Alongside outstanding academic progress, leaders ensure that pupils have a well-rounded education. The rich and varied curriculum enables pupils to learn a variety of subjects in depth, including from specialist teachers. Pupils' participation in the wide range of extra-curricular clubs is very high. Pupils can take up activities such as Spanish cooking, language clubs for beginners and native speakers, yoga, gardening and artist studies. Pupils typically feel that 'there's something for everyone here'.
- The wide range of cultural, creative and sporting enrichment opportunities is a real strength of the school. Pupils regularly take part in community arts projects, such as ceramics workshops at the V&A and public performances in drama and music. Pupils participate in a variety of sports competitions, including athletics and Eton fives. The school orchestra includes musicians of all abilities. Pupils have opportunities to learn a variety of instruments during their music lessons and after school.
- Leaders promote a strong sense of values and clear understanding of how pupils can contribute to both the school and wider community. Through assemblies and the extensive personal, social, health and economic (PSHE) programme, pupils are acutely

aware of the importance of respect and tolerance. They are well prepared for life in modern Britain.

- Strong leadership of the provision for pupils with special educational needs and/or disabilities (SEND) ensures that pupils receive excellent support and make strong progress. Early identification of pupils' needs means that pupils receive tailored support as they progress through the school. Leaders relentlessly pursue specialist support, particularly for pupils with complex needs. Additional funding is used effectively to provide individual support.
- Leaders direct the pupil premium funding well to remove the barriers faced by disadvantaged pupils. As a result, these pupils make outstanding progress. All staff are aware of the pupils for whom additional funding is received and put effective measures in place to support them. Leaders have secured extra additional funding from external agencies to support disadvantaged pupils. This is mainly used to support pupils' involvement in extra-curricular clubs and visits.
- The school's primary sports funding is also supplemented by additional funding and used effectively. Leaders have a clear strategy for how the money is used and review this regularly to assess the impact. As a result, pupils benefit from the numerous sporting and enrichment activities on offer.

Governance of the school

- Governors share leaders' vision and have been instrumental in the school's journey to outstanding. They have a deep understanding of the school's overall effectiveness from their close work with school leaders. Governors receive detailed information about all aspects of the school. They analyse this and use it to challenge school leaders robustly and hold them rigorously to account.
- Governors review their work regularly through self-audits. Recently, they have recruited new governors as they recognised the need to broaden the expertise and experience of the governing body. Governors have a range of skills which enables them to support the school extremely well.

Safeguarding

- The arrangements for safeguarding are effective. Clear processes are in place for dealing with concerns. Staff understand and follow these procedures as a result of regular and up-to-date training. Leaders take swift and appropriate action, making referrals to external agencies as necessary. They have completed all the necessary checks on the suitability of staff.
- Pupils understand what they can do to keep themselves safe and how others can help them manage difficult situations. They know the importance of telling a trusted adult if they have any concerns. Younger pupils like having 'worry monsters' in classrooms which help them deal with problems they may have. Leaders have an extensive programme of workshops, assembly and PSHE lessons to teach pupils about specific aspects of safety at an age-appropriate level, such as cyberbullying, road safety and gang crime. All parents who responded to Parent View reported that their children are safe and happy at the school.

Quality of teaching, learning and assessment

Outstanding

- The quality of teaching across the school is of a very high standard. As a result, pupils make outstanding progress over time.
- Teachers are very clear about each pupil's ability and potential. They use this information to plan lessons which develop and embed pupils' learning over time. Teachers make sure that lessons meet the needs of all groups of learners.
- Support staff in the school are known as 'partner teachers'. They are well trained and provide high-quality support to pupils with SEND. Support staff make sure that all pupils can access learning in lessons. They use effective questioning to build up pupils' confidence and encourage them to work independently. As a result, pupils with SEND make substantial progress.
- Teachers plan writing lessons so that they are well sequenced. Consequently, pupils build up a bank of knowledge and writing skills specific to each task. This results in pupils of all abilities producing high-quality and fluent writing across a broad range of genres. Teachers select challenging reading texts to inspire writing tasks. Teachers embed accurate spelling and grammar from an early age.
- Teachers continually develop pupils' vocabulary. They take every opportunity to highlight new words and are precise in their own use of language. Pupils independently make use of the 'working walls' and task-specific word lists within each classroom to extend their vocabulary and sentence structure. For example, Year 4 mathematics pupils explained commutative law confidently and Year 6 pupils made accurate references to biological terms in a science lesson.
- Teachers have high expectations of all pupils and set challenging work. Pupils enjoy their lessons and relish the opportunities to think deeply. They know that teachers will only move them on in their learning when their understanding is secure. Pupils typically feel that 'teachers always find ways to help us understand'. This was particularly evident in mathematics. For example, pupils are withdrawn from class to work on a particular concept that they have struggled with and return to class once they have grasped it.
- Established routines and pupils' excellent attitudes to learning mean that no lesson time is wasted. Transitions between different activities are seamless.
- Subject specialist teachers help to ensure that pupils make substantial progress in subjects such as music, art, French, dance and computing. They use their subject expertise to enthuse pupils and develop subject-specific skills. For example, Year 4 pupils explained their coding work in detail and Year 6 pupils happily conversed in French.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.

- Pupils are focused and determined to do their best. They show an inquisitive attitude to their learning and ask pertinent questions in lessons and assemblies. In class, pupils discuss learning in a thoughtful and considered way. Parents typically say that their children love school.
- Pupils embrace the school's core values of 'Respect, Aspiration and Perseverance'. They show resilience in the challenging nature of their lessons and have a thirst for learning. Typically pupils feel that 'you always keep trying to do your best'.
- Pupils are highly respectful of each other and celebrate differences. Recent initiatives include the school's work to develop pupils' understanding and acceptance of what makes people different, including those who are lesbian, gay, bisexual and transgender.
- Pupils are encouraged to take on a range of responsibilities, which develops their ability to work with other people. School prefects are excellent role models for other pupils and carry out their jobs in earnest. Other responsibilities include eco-warriors, book monitors and school council. Pupils say that school leaders listen to them and take their views seriously, such as by involving them in deciding the school menu.
- Pupils feel safe. They are confident and happy at school. Pupils say that bullying is rare and that pupils 'just get on together'.
- Leaders always take opportunities to review and improve the PSHE curriculum so that it meets the changing needs of pupils. Current work includes improving pupils' awareness of good emotional and mental health.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils demonstrate exemplary behaviour, both in lessons and around the school. They understand leaders' and teachers' expectations around conduct very clearly and there is an atmosphere of mutual respect. Pupils wear their uniforms with pride.
- Members of staff have a consistent approach to managing behaviour. Pupils 'buy' privileges as a reward for positive behaviour and effort. Behaviour logs show that the few instances of poor behaviour are dealt with appropriately.
- Attendance for all groups of pupils has improved and is now above the national average. Leaders have put in place successful strategies to promote and maintain good attendance. Pupils enjoy school. They arrive punctually and settle quickly to their lessons.

Outcomes for pupils

Outstanding

- Pupils' progress across all classes is outstanding. Work in pupils' books and current assessment information show that pupils make substantial progress across all subject areas. This includes disadvantaged pupils and those with SEND. A high proportion of pupils in each year group work at beyond age-related expectations.

- At the end of key stage 2, pupils' progress in reading and mathematics is consistently in the top 10% of schools nationally. Pupils' attainment at the end of Year 2 and Year 6 is well above the national average in reading, writing and mathematics.
- Across the curriculum, pupils develop in-depth knowledge and skills specific to each subject. They demonstrate strong progress in all subjects, including science, history, art and music.
- Phonics teaching is very successful. Teachers and support staff deliver high-quality lessons which are planned methodically. They use a range of strategies to ensure that pupils have a secure understanding and are moved on to more challenging work. By the end of Year 1, a high proportion of pupils achieve the expected standard in the phonics screening check.
- Leaders and teachers promote reading very well. Reading is an integral part of the curriculum. Progress in reading at all ages is particularly strong. As a result, pupils show a genuine love of reading and use the well-resourced library daily. The school's focus on early reading and effective intervention successfully enables pupils with SEND and/or poor reading skills to catch up.
- Disadvantaged pupils achieve exceptionally well, particularly in reading and mathematics where their progress is consistently above the national average. Attainment at the expected standard is consistently high in key stages 1 and 2. However, the proportion of disadvantaged pupils achieving greater depth in writing was below average in 2018.

Early years provision

Outstanding

- In both Nursery and Reception classes, leaders have created safe and stimulating environments. Children, including those who are disadvantaged, make excellent progress in all areas of learning and absorb themselves in fun and purposeful activities. The proportion of children who achieve a good level of development is consistently above the national average.
- Leaders and staff are highly-skilled practitioners and knowledgeable about children's learning and development in early years. They plan activities carefully for both the indoor and outdoor areas so that children have every opportunity to extend their learning. Leaders work closely with staff to ensure that consistently strong practice is evident across all classes.
- The varied curriculum enhances children's learning and prepares them well for Year 1. They enjoy learning a wide range of subjects, such as computing, art and dance, from the specialist teachers. Children are confident to try out new activities because of the encouragement they receive.
- Children are happy and very well cared for. They have warm relationships with the staff and show a strong ethos of kindness and consideration. Children play well with each other and know what is expected of them. They respond quickly to staff instructions and are familiar with classroom routines.
- Adults model vocabulary and language to children highly effectively. Children develop excellent communication skills as a result. Activities are usually linked with 'Word of the Week', helping to extend children's vocabulary.

- Staff know the children and their individual needs and abilities extremely well. Leaders analyse assessment information to identify any gaps in learning. They put effective measures in place to address this. For example, leaders design specific activities to engage boys to ensure that their progress matches that of the girls. Children with SEND are very well supported
- Staff actively encourage parents to be involved in monitoring their children's progress. 'Parent Proud Clouds' enable parents to share children's learning at home. 'Stay and Play' sessions also provide useful opportunities for prospective children and parents to see the provision.

School details

Unique reference number	100481
Local authority	Kensington and Chelsea
Inspection number	10058834

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	The governing body
Chair	Diana Maine
Headteacher	Jagdeep Birdi
Telephone number	0207 2296 540
Website	http://www.colville.rbkc.sch.uk
Email address	info@colville.rbkc.sch.uk
Date of previous inspection	30 January 2018

Information about this school

- Colville Primary School is a larger-than-average-sized primary school. The early years provision comprises three Reception classes and two Nursery classes.
- The headteacher took up post in January 2011. The deputy headteacher was appointed shortly afterwards.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with SEND is broadly in line with other schools.
- The school operates wrap-around care before and after school for 3–11 year olds.
- The school is currently undergoing building work to extend the premises. This is due to be completed by December 2019.

Information about this inspection

- Inspectors observed teaching and learning across all classes and a range of subjects. Most of these visits were with school leaders.
- The inspection team held meetings with senior leaders, middle leaders, groups of staff and pupils. The lead inspector also met with four governors and the link adviser from the local authority.
- Inspectors talked to pupils in lessons and around the school. Inspectors heard a number of pupils read. Inspectors evaluated pupils' progress over time through book reviews and discussions with pupils.
- Inspectors scrutinised documentation provided by the school, including the school's self-evaluation, improvement plans, safeguarding records and behaviour logs.
- The inspection team considered the views of 115 parents who responded to Parent View and held informal discussions with parents at the start of the school day. Inspectors considered 57 responses to the staff survey.

Inspection team

Jude Wilson, lead inspector	Her Majesty's Inspector
Meena Walia	Ofsted Inspector
Lynn Martin	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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