

Inspection of Collingwood Primary School

Collingwood Street, Hull, East Yorkshire HU3 1AW

Inspection dates: 2 and 3 November 2021

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Collingwood Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Collingwood Primary School to be outstanding, before it opened as an academy. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened in Collingwood Primary School's effectiveness before and after it converted to academy status.

What is it like to attend this school?

This is a unique and caring school that serves a very diverse community. Pupils are happy and everyone matters. Differences are respected and celebrated. The whole school community shows that they care for one another. The Collingwood coaching approach is a special part of this. It provides pupils of all ages with regular opportunities to support each other and work closely with staff. Adults in school have a small group of pupils, who become like a family. This builds strong bonds and provides a safe space for each group of pupils.

Pupils behave well and say that they feel safe. Care and well-being are prioritised. Pupils say that on the rare occasions bullying happens, staff are there to help and support them. Pupils enjoy the roles they have in school. Pupils say that they enjoy being school ambassadors and enjoy supporting younger children. Families are also well supported in this caring and nurturing school. Restorative practice is at the heart of the school ethos. Pupils' personal development is a real strength of the school.

Leaders and staff work hard to make sure that every child achieves highly. Leaders have made reading a high priority. Phonics is prioritised so that pupils in the early stages of learning to read can succeed. Developing pupils' vocabulary is at the centre of the curriculum.

What does the school do well and what does it need to do better?

The curriculums for early reading, mathematics and subjects such as geography and history are well planned and sequenced. Curriculum plans are detailed. It is clear what pupils need to be taught and when. As a result, pupils' learning builds each year. They know and remember more.

Leaders have recently introduced a new phonics programme. Adults have received the training they need to teach phonics. However, this is very new. Teachers do not deliver leaders' chosen phonics programme with enough consistency. Phonic assessments ensure that books are well matched to the sounds that pupils already know. Pupils have access to a wide range of books, and many say that they enjoy reading. Leaders foster a love of reading by allowing pupils to choose books for their class library. Adults regularly share stories with pupils using well-chosen books.

Mathematics is well sequenced and planned. Pupils with special educational needs and/or disabilities (SEND) have appropriate adaptations made. School is implementing the Mastering Number programme. This supports more pupils to be ready for the next stage in their learning. Leaders ensure that pupils who speak English as an additional language get the support they need.

Leaders have identified that in subjects such as French, music and religious education, curriculum plans are not well sequenced. This means that pupils do not always know and remember their learning in these subjects. In other areas, such as

history, pupils have a well-developed understanding of chronology. Older pupils enjoyed talking about what they had learned in history. They were able to make links between their learning about the Second World War in Year 5 and the novel they were reading in Year 6, 'The boy in the striped pyjamas'.

The school serves a culturally diverse community. Pupils have a deep understanding of equality, diversity and respect. Leaders have developed an effective school-wide relationships and sex education (RSE) policy. There is an impressive range of opportunities to support pupils' wider development. Pupils have close links with the charity, Little Stars. This is a charity that is special to everyone in school. Leaders encourage healthy lifestyles. Pupils have a range of opportunities to be active. Pupil visits to the National Academy of Performing Arts help them to develop a strong understanding of life in modern Britain and raise their aspirations. One pupil in Year 6 spoke of her ambition to be the first Black female prime minister.

Early years staff visit children at home before they start Nursery. This helps children to settle quickly when they start school. Opportunities for children to practise their mathematics and reading in early years are not yet consistent. Leaders have developed detailed plans for some areas of learning, such as 'understanding the world'. Not all adults have the questioning skills they need to support children's learning of new vocabulary when they are learning through play.

Leaders recognise the importance of staff being skilled to be able to meet the needs of children with SEND. As a result, staff have had recent high-quality training. Parents and carers say that they welcome the recent opportunities to work more closely with the school and welcome the changes made by the new special educational needs coordinator (SENCo).

Leaders in school are clear on their priorities. They know what needs to improve. However, trustees do not have an accurate enough picture of the school. As a result, they have not acted robustly enough to provide the support that leaders need. Staff say that their workload is considered by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Appropriate checks are carried out on all adults who work with pupils.

Staff have the regular training they need to keep children safe. This has established a strong culture of safeguarding. Staff are vigilant of concerns and report them quickly. These are followed up promptly by leaders, who communicate well with families and external agencies.

Leaders take robust steps to ensure that pupil absences are followed up. Leaders follow this through with tenacity until any concerns are resolved.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Phonics is not yet consistently taught across the school. This means that not enough pupils are secure in their phonic knowledge when they start Year 3. Leaders need to ensure that phonics is taught consistently by all staff so that more pupils secure the phonic knowledge they need to become confident learners.
- Not all subjects in the wider curriculum are well planned and implemented. Subjects such as French, music and religious education do not build knowledge from children's starting points in early years. Leaders need to develop the curriculum so that all subjects are clearly planned and sequenced from early years to Year 6.
- In early years, adults lack the skills and knowledge they need to support children when they are learning through play. Opportunities to challenge and develop children's early language are missed. Leaders need to ensure that all staff are well trained to support pupils effectively in accessing an ambitious curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	139848
Local authority	Kingston upon Hull City Council
Inspection number	10199276
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	Board of trustees
Chair of trust	Graham Wilson
Headteacher	Laura Baxter
Website	www.collingwoodprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school joined the Hull Collaborative Academy Trust (HCAT) in 2013.
- The school has increased in size in recent years.
- The proportion of pupils attending the school who speak English as an additional language is much higher than national averages.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors held meetings with the headteacher and senior leaders. Inspectors also held meetings with the chief executive officer and the chair of trustees from the HCAT, subject leaders, the SENCo and a member of HCAT responsible for overseeing educational standards.

- Inspectors visited lessons, talked to pupils and listened to pupils reading to familiar adults.
- Inspectors observed pupils' behaviour in lessons, at lunchtime and in and around the school.
- Inspectors carried out deep dives in early reading, mathematics, history and art. Inspectors also considered plans for a range of other curriculum subjects.
- Inspectors examined safeguarding records, the single central record and recruitment checks.
- Inspectors spoke with parents at the start and end of the school day. Inspectors took account of the 13 free-text responses to Ofsted's parent questionnaire, Parent View. Inspectors also considered 33 responses to Ofsted's staff questionnaire.
- Inspectors also considered pupils' views through discussions and meetings with pupils throughout the inspection.

Inspection team

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