

# Inspection of an outstanding school: College Green School and Services

161 College Road, London NW10 3PH

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Inspection date: 13 October 2022

## **Outcome**

College Green School and Services continues to be an outstanding school.

## **What is it like to attend this school?**

College Green is a nurturing, friendly school. It provides an exceptional education for children. Parents and carers hold the school in high regard. Many reported that they choose College Green because it is a 'special place.'

Leaders and teachers have high expectations for all children. Learning is carefully matched to the needs and interests of each child, including those with special educational needs and/or disabilities (SEND).

Children build strong, caring relationships with adults. This ensures that they are kept safe and feel safe. Leaders and staff are highly skilled in helping children to quickly settle in and feel secure, including when they join the school. Children are happy and enjoy exploring independently.

Behaviour is exemplary. Children are polite and friendly to adults. The 'behaviour charters', created by staff alongside the children, help children to play and learn happily together. Bullying is extremely rare. Any issues are dealt with swiftly, should they occur.

Leaders provide a range of experiences to foster children's excitement about learning. For example, the 'natural thinkers' morning each week enables children to investigate all that learning outside has to offer together with staff and parents.

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

Leaders and staff are highly ambitious for all children. They have designed an exceptionally rich and broad curriculum which reflects what is expected nationally but also incorporates children's unique interests.

Leaders have carefully considered the knowledge they want children to learn and remember. This knowledge is well sequenced, so it builds on what has already been taught. This helps children draw on what they have learned previously. For example, in

mathematics, children were able to use what they had learned about numbers when ordering events from a familiar story. They used vocabulary such as 'first' and 'second' with precision and accuracy.

All staff are very clear about what children should learn. They check children's understanding of these important ideas regularly. This helps children to learn and remember the ambitious curriculum over time.

Staff are experts in early education. The environment is stimulating and encourages children to become increasingly curious and independent. Lots of opportunities are provided to revisit important ideas in different contexts, including through reading and exploring stories. Staff make the most of conversations with children to deepen, expand or consolidate their understanding. Staff model language precisely and vocabulary is promoted at every opportunity. Vocabulary choices are ambitious, such as children learning and using the word 'spectators' while building a model of Wembley stadium.

Leaders have prioritised early reading. They have selected the high-quality core texts they want children to experience while at the Nursery. Children use the many cosy reading spaces, inside and outside, to enjoy books alone or with adults. They listen attentively to stories when in a group and recite favourite parts from memory. Rhymes and songs are routinely used to build children's understanding of early phonics. This supports children to be ready for their move to the Reception class.

Provision for children with SEND is exemplary. Staff are skilled at identifying children's specific needs and interests early. They work with parents to put the necessary adaptations in place. This enables children to enjoy the same curriculum as their peers and join in with all aspects of school life. External expertise is used well to provide precise support when needed.

Children behave very well. They sustain concentration and remain engrossed in their learning. Children listen attentively in group discussions and are keen to share what they know. Transition times have clear routines which children follow carefully.

Leaders' high ambition for all children is demonstrated clearly through the range of rich experiences that are provided beyond the curriculum. For example, children have worked on producing large art pieces in collaboration with the National Portrait Gallery. Leaders seek to respond to events that may affect children's lives in positive ways, such as the recent superheroes project.

Staff are overwhelmingly positive about the school. They feel well supported by leaders. Staff also value the training offered and feel confident in carrying out their roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know children and their families extremely well. They understand the types of risks that children may face. Leaders work effectively with external agencies to provide the

help families need. Premises staff carry out daily checks of the environment and equipment to ensure that everything is safe and suitable.

Leaders make sure that staff receive regular training. Staff appreciate the weekly updates from leaders which ensure that safeguarding remains at the forefront of their minds. They are clear about their recording and reporting responsibilities.

Children are encouraged to take safe risks. They are learning to express their feelings with help from the 'colour monster'. This helps children to be confident in seeking out help when needed.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in September 2012.

## **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.

## **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

<b>Unique reference number</b>	101491
<b>Local authority</b>	Brent
<b>Inspection number</b>	10240280
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	59
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Georgia Chathaway
<b>Headteacher</b>	Wendy Yianni
<b>Website</b>	<a href="http://www.cgss.brent.sch.uk">www.cgss.brent.sch.uk</a>
<b>Date of previous inspection</b>	21 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with leaders about all aspects of school life. They also met with a group of governors, including the chair of governors, a representative from the local authority and the school improvement consultant.
- Inspectors carried out deep dives in these areas of learning: communication and language, mathematics and understanding the world. For each deep dive, they held discussions with leaders about the curriculum, visited lessons and spoke with teachers and children. Inspectors also looked at how well the school promotes the development of early reading.
- Inspectors also spoke with leaders about the curriculum in other areas of learning.

- Inspectors spoke with leaders, staff and children about the safeguarding arrangements at the school and reviewed safeguarding records and documentation. The single central record of pre-employment checks was also scrutinised.
- Inspectors considered the survey responses from parents and staff and the views of parents spoken with during the inspection.

### **Inspection team**

Helen Morrison, lead inspector

Ofsted Inspector

Helen Ridding

Ofsted Inspector

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