

Inspection of an outstanding school: Colegrave Primary School

Henniker Road, London E15 1JY

Inspection dates:

4 to 5 October 2023

Outcome

Colegrave Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils say their school is amazing. They enjoy learning and feel very confident that staff know and understand them extremely well. Children in the early years settle into school and make friends quickly.

Leaders' aspirations for what they want pupils to achieve know no bounds. Staff are driven by a shared ambition for all pupils to be able to speak eloquently and become self-assured learners. They make sure pupils understand their rights and learn how to take responsibility for their actions.

Pupils feel they make a real difference in influencing leaders' decisions. For example, leaders took pupils' advice when further improving the school playground. There is a wide and imaginative array of clubs on offer to appeal to all tastes ranging from sports to clubs for history and reading.

Bullying is not a problem here. Staff support pupils very well by consistently reinforcing values and attitudes expected of pupils. Leaders act swiftly and effectively if a pupil's attendance becomes a cause for concern.

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

The curriculum is very well designed. Pupils achieve exceptionally well because the sequence of lessons enables them to build on what they have learned previously. Pupils remember key knowledge. For example, they use secure knowledge of multiplication facts to identify factors of 2-digit numbers.

Teachers use resources, such as apparatus in mathematics, with great skill to enable children to get off to a successful and enjoyable start in the early years. Pupils are very well prepared to learn new content and to progress to the next stage of their education.

They are successfully taught a comfortable and legible handwriting style which allows them to record their ideas quickly. Leaders expect pupils to take more responsibility for their learning as they get older. By Year 6, they confidently select their own sources of information online and from books when researching a new topic.

Staff have consistently strong subject knowledge. They use this to ensure that pupils can explain their thinking, and they challenge them to use precise subject vocabulary right from the start in the early years.

Pupils with special educational needs and/or disabilities (SEND), including those in the specially resourced provision, achieve exceptionally well. In the early years, no time is wasted in identifying children who may need additional support. Staff benefit from specialist professional expertise to help them identify needs and adapt activities. Pupils with SEND remember and apply what they have learned.

Reading is central to the curriculum at this school. Staff in the early years identify exactly what they want children to learn in phonics and leave no time wasted in pursuing this. Pupils who have more difficulty in learning to read are identified promptly and offered effective support. Phonics is taught accurately. Pupils are given the right books to practise with. Pupils learn the skills they need to look into books more deeply and broaden their vocabulary. They enjoy reading for pleasure. In the resourced provision, pupils with SEND are very well supported to develop their communication skills.

Children in the early years learn routines and expectations rapidly. They move between activities seamlessly and behave impeccably at lunchtime. Learning is not interrupted by poor behaviour in lessons. Pupils respect one another's right to learn and understand the reasons for the school's behaviour policy.

Pupils thrive on the excellent opportunities on offer to develop their self-confidence and contribute to the wider community. For example, they work with a drama company to perform a Shakespeare play each year at a local theatre and keep local flower beds well-tended. Pupils with SEND enjoy taking part in the full range of wider opportunities on offer.

Staff workload is made more manageable because of the strong culture of teamwork which exists at the school. Staff value the way leaders and governors consider their workload and give them time to talk if they have needed to deal with difficult situations.

Safeguarding

The arrangements for safeguarding are effective.

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 first ungraded inspection since we judged the school to be outstanding in June 2017.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102752
Local authority	Newham
Inspection number	10289854
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	575
Appropriate authority	The governing body
Chair of governing body	Terence Paul
Headteacher	Tahreem-Shaz-Vennus
Website	www.colegrave.newham.sch.uk
Dates of previous inspection	13 and 14 June 2017, under section 5 of the Education Act 2005

Information about this school

- The school includes specially resourced provision for 14 pupils who have moderate or severe learning difficulties.
- The school does not make use of alternative providers.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Some other subjects were also considered as part of this inspection.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector discussed the school's work with leaders, met some members of the governing body and held a telephone conversation with a representative of the local authority.
- The inspector took account of responses to Ofsted's online survey for parents.

Inspection team

Andrew Wright, lead inspector

His Majesty's Inspector

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