

Inspection of Colvestone Primary School

Colvestone Crescent, Hackney, London E8 2LG

Inspection dates: 4 and 5 October 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade **Good**

What is it like to attend this school?

Pupils at Colvestone appreciate the uniqueness of their close-knit community. They recognise that their school is a truly special place. Parents and carers value all that the leaders of the school do to enrich the lives of the pupils. The importance of diversity and equality is threaded through the whole curriculum, and this is valued by all.

Pupils, including pupils with special educational needs and/or disabilities (SEND), learn an ambitious curriculum. Recent work by leaders, at all levels, means that this ambition is helping pupils to know and remember more.

Pupils' behaviour, during lessons and at breaktimes, is a strength. Boys and girls of all ages play together sensibly. Pupils quickly welcome newcomers to the school community. They describe their peers as being 'kind' and 'friendly'.

Pupils enjoy coming to school each day. They feel well cared for and know they have a trusted adult who they can speak to. Pupils are kept safe.

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

From early years through to Year 6, the curriculum is ambitious, aspirational and aligns with what is expected nationally. Leaders have identified what pupils should learn and when. This helps pupils to secure important knowledge before tackling more complex ideas. For example, in mathematics, children in Reception practise recalling number bonds to 10. This supports older pupils to tackle calculations involving larger numbers with increasing confidence. Similarly, in history, pupils practise gathering information from different sources. This helps them to research and answer questions about increasingly complex issues as they progress through the school.

In some subjects, the curriculum is at an earlier stage of development. In these instances, the use of assessment does not consistently give teachers a clear picture of the gaps that pupils have in their knowledge. This means that pupils do not develop as deep an understanding in these subjects.

Reading is prioritised from the very beginning of the Reception Year. Leaders have introduced a systematic approach to learning phonics. They have ensured that staff receive the training needed to deliver the school's programme with fidelity. Assessments are used productively to ensure that pupils who need extra help with reading are swiftly identified and supported. This means that pupils catch up quickly. As a result, pupils' reading accuracy, fluency and confidence develop throughout their time at the school. They enjoy reading and understand its importance.

There is high ambition for pupils with SEND. Parents, pupils and teachers are consulted to ensure that appropriate support plans are in place. Staff receive rigorous training. This ensures pupils receive the right help. As a result, pupils with

SEND are well supported to access the same curriculum as their peers, where this is possible.

In lessons, pupils demonstrate positive behaviour. Any dysregulation is skilfully managed to avoid disruption to learning. Pupils, parents and teachers say that learning is free from interruption. The school has successfully implemented a new behaviour policy that has prioritised shared expectations and routines across the school. Revised systems for managing attendance are having a positive impact. Pupils and parents understand the importance of attending school every day.

The school places importance on developing the whole pupil. For example, there are opportunities for pupils to take on leadership roles on the school council or as a reading ambassador. Fundamental British values are woven through all that is learned at the school. A programme of educational visits enriches the academic curriculum. For example, pupils recently visited the British Museum as part of their learning about the Golden Age of Islam. Leaders consult with parents and pupils about the extra-curricular offer. This ensures that the range of activities reflects pupils' interests and maximises participation.

Senior leaders prioritise the professional development of all members of staff. This includes those in subject-leader positions. Staff at all levels appreciate the work that leaders have done to support their well-being and in providing ongoing professional development.

The governing body understands the school's strengths and priorities. This helps governors to work well with leaders to secure ongoing improvements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the use of assessment is not as embedded as in others. In these instances, gaps or misconceptions in pupils' knowledge are not consistently identified or addressed, so they can persist over time. The school should continue to embed the use of assessment across the curriculum to ensure pupils' understanding is checked consistently and that errors and misconceptions are addressed.

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 special educational needs and/or disabilities (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	100221
Local authority	Hackney
Inspection number	10287169
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	The governing body
Chair of governing body	Rosie Condon
Headteacher	Robin Warren (executive headteacher), Anna Lucey (head of school)
Website	www.colvestone.hackney.sch.uk
Date of previous inspection	20 March 2018, under section 8 of the Education Act 2005

Information about this school

- The executive headteacher and the head of school joined the school in September 2022.
- Leaders use no alternative providers.
- The school has worked in partnership with the Blossom Federation since September 2022.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's educational provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with the executive headteacher, the head of school and other senior leaders. They held discussions with representatives of the local authority and with members of the governing body, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, history and mathematics. The inspectors discussed the curriculum with leaders, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers.
- The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors spoke to pupils during lesson visits. They observed pupils' behaviour in lessons and at breaktimes and lunchtimes. The inspectors spoke to staff about behaviour and about their workload in the school.
- The inspectors considered responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

Luke Stubbles, lead inspector

His Majesty's Inspector

Hannah Glossop

His Majesty's Inspector

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