

Inspection of Collingwood Primary School

Collingwood Street, Hull, East Yorkshire HU3 1AW

Inspection dates: 7 and 8 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Requires improvement

The head teacher of this school is Laura Baxter. This school is part of the Hull Collaborative Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Estelle Macdonald, and overseen by a board of trustees, chaired by Chris Huscroft.

What is it like to attend this school?

Pupils flourish in this school. They receive an exceptional education and are proud ambassadors for their school. They are polite and respectful towards adults and each other. The school has the highest expectations for pupils. Pupils are immensely proud to show off their work. New pupils settle into the school quickly. Relationships between staff and pupils are caring and nurturing. Pupils take part in a wide range of enrichment activities that underpin the curriculum and build confidence. For example, pupils enjoy a range of after school clubs, residential and trips. All pupils can take part in an annual theatre production, working with dance teachers.

Pupils behave exceptionally well in lessons and at social times. School rules are clear and simple for pupils to follow. Older pupils look after younger pupils well. Lasting relationships are built through weekly pupil coaching groups. Pupils all have an allocated adult to lead the coaching sessions. This builds a culture based on trust, kindness and tolerance. Staff and pupils work together to provide solutions to any issues that arise. Pupils have a mature attitude towards resolving conflict as a result.

The school goes the extra mile to support families. Staff work with parents and carers to remove all barriers to learning and to build relationships within the community. Families, from many different cultures, faiths and backgrounds are encouraged to come together at school events. The school supports parents to encourage pupils to attend every day and arrive on time. Pupils with special educational needs and/or disabilities (SEND) achieve highly and are supported to access the same ambitious curriculum as their peers.

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

Pupils study an extremely ambitious and carefully constructed curriculum. Staff have high expectations for all pupils to achieve well. Leaders have ensured that the knowledge pupils need deepens over time. Teachers provide regular opportunities for pupils to revisit prior learning. This helps pupils to develop a deep understanding of what they learn. This means that pupils can tackle more complex learning with confidence. When pupils leave the school, they are well prepared for the transition to secondary school.

Leaders have ensured that teachers, including those in the early stage of their careers, are well supported. The school provides regular high-quality training. This means that teachers have excellent subject knowledge and teach with confidence. Teachers and other staff have a clear understanding of what pupils need to learn. They identify and address any gaps in learning quickly. There is a real understanding of how the early years curriculum supports later learning. This, along with clear routines and high expectations for behaviour, means that increasing numbers of children are ready for the next stage in learning.

The school supports pupils with SEND exceptionally well. Staff take every opportunity to ensure that all pupils can access the curriculum. They carefully

consider how to adapt lessons and teaching. Pupils in the 'Ace' SEND class make progress through specialist teaching. In other classes, pupils are supported well by adults. This helps pupils to become independent learners.

Leaders promote the importance of reading. Many pupils start the school speaking little or no English. Effective teaching results in pupils learning to read very quickly. The teaching of phonics is well established and consistent across school. Where necessary, pupils are given appropriate support to keep up with their peers. Teachers in all year groups are trained in how to teach early reading. Pupils joining the school in key stage 2 are offered additional support to learn to read. They quickly gain confidence and soon read fluently.

The school builds relationships with families as soon as children join the school. Parents are regularly invited into school. Reading workshops and coffee mornings build relationships between families and the school. These strong relationships develop trust and help children to settle quickly. The school's newly written early years curriculum supports development and learning. Nursery children quickly learn routines and move into Reception successfully. In Reception, some opportunities to develop vocabulary and meaningful learning are missed by adults during activities with children. Children sometimes move quickly between different activities without showing high levels of concentration. There is evidence to indicate that leaders are developing this area of the curriculum through the school's development plan.

The school's offer for personal development is exemplary. The curriculum is designed to widen pupils' horizons. For example, pupils learn about economic issues and how fundamental British values underpin global relationships. Pupils learn about equality and diversity in an age-appropriate way. They take part in a range of celebrations and assemblies to understand different people. They are tolerant and accepting of people from other faiths and cultures. Pupils learn how to become good citizens and develop a strong sense of self. The school arranges for a range of organisations to visit pupils including the police, fire service and charities. Pupils develop character and a strong sense of moral purpose.

Leaders, including trustees and trust leaders, have an accurate understanding of their roles and share the vision of school leaders. They check that school leaders are having impact on intended pupil outcomes while considering the workload and well-being of school staff.

Safeguarding

The arrangements for safeguarding are effective.

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	139848
Local authority	Kingston Upon Hull City Council
Inspection number	10297391
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	340
Appropriate authority	Board of trustees
Chair of trustees	Chris Huscroft
Headteacher	Laura Baxter
Website	www.collingwoodprimaryschool.co.uk
Date of previous inspection	2 and 3 November 2021 under section 5 of the Education Act 2005

Information about this school

- The school makes use of one registered alternative provision for small numbers of pupils. This is another school within the same trust.

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 education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the headteacher, the deputy and assistant headteachers, special educational needs co-ordinator, subject leaders and teachers.
- The lead inspector held meetings with the deputy CEO and head of school improvement for the trust and the chair of trustees.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, religious education, science and design technology. For each deep dive inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding inspectors: reviewed the single central record; took account 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.
- To gather the views of pupils, inspectors spoke informally to pupils to gather their views on school life.
- Inspectors considered the views of parents from Ofsted's survey, Ofsted Parent View. They also spoke to parents at the beginning of the school day.
- To gather the views of staff, inspectors took account of the staff survey and met with staff teams.

Inspection team

Helen Haunch, lead inspector

His Majesty's Inspector

Deborah Sanderson

Ofsted Inspector

Jenny Thomas

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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