

Inspection of Gilbert Colvin Primary School

Strafford Avenue, Ilford, Essex IG5 0TL

Inspection dates:	11 and 12 February 2025
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 Gilbert Colvin Primary School enjoy a warm, welcoming environment where they feel safe, valued, and engaged. From the babble of water in the fountain at the front of the school to the 'zen room', the school's atmosphere is calm and orderly.

This atmosphere is underpinned by the school's clear routines and shared expectations. For example, pupils quickly respond when staff ask them to move around the school and classroom. Whether this is the 'bug song' to move to carpet spaces or sharing actions to indicate they are ready to learn, there is a shared language to help pupils with maintaining focus and respect.

The school sets high expectations for every pupil's learning. These are clearly realised in the curriculum and the way that pupils take part in lessons, engage in discussions, and show an enthusiasm for learning. As a result, pupils achieve well in school.

There is a strong emphasis on early reading, with phonics teaching that build pupils' confidence and fluency from the early years onwards. Pupils are encouraged to be responsible, respectful and active citizens. They take part in enriching extra-curricular activities and school trips, such as to places of worship or the local library. These opportunities help to broaden their understanding of the world.

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

The school has established a curriculum that is both broad and ambitious. This curriculum is based on a programme of learning that gives all pupils the necessary knowledge and cultural capital they need for future success.

Pupils with special educational needs and/or disabilities (SEND) are generally supported well. The school identifies needs accurately, including any barriers to learning for pupils with SEND. Pupils receive the help that they need to overcome these barriers. The school is currently working on developing approaches to supporting all pupils to keep up in their learning. Currently, adaptations to teaching are, on occasion, not as helpful as they should be in addressing gaps in pupils' understanding that have arisen.

The school delivers a rigorous reading curriculum, underpinned by well-sequenced learning and resources. This approach has led to marked improvements in early reading outcomes, with pupils demonstrating fluency and confidence.

Across subjects, the school offers an engaging curriculum that develops pupils' knowledge and enables them to think critically about key concepts. For example, in art, pupils use their knowledge to evaluate their work and discuss the merits of different techniques. However, the school does not make use of teachers' checks of what pupils can do and know in some subjects. This means that there are sometimes gaps in pupils' knowledge and understanding.

Behaviour is managed through the school's supportive, consistent approach. Teachers listen to pupils and set simple expectations that help pupils know when to stop and focus. This helps to foster a culture of respect and self-discipline. Pupils are rarely interrupted from their learning. They enjoy their lessons and try hard.

Improving pupils' attendance is a high priority. If pupils do not attend school as regularly as they should, the school works with families to help them overcome barriers that prevent their children from attending school. This work is successful and beginning to have a positive impact on pupils' attendance.

The promotion of pupils' personal development is incorporated into daily learning. Pupils like their assemblies, where they discuss topics such as the rights of a child, democracy, and fairness. They also explore fundamental British values through assemblies and class discussions. During discussions, older pupils demonstrate a sensitive awareness of personal boundaries and respect for diversity, reflecting a school culture that values inclusivity. In the early years, children quickly develop positive attitudes toward learning. They build their understanding of the seven areas of learning, the world around them and are taught how to cooperate with others in learning and play.

Outside the classroom, cultural trips, such as visits to museums and galleries, enhance pupils' understanding of history and society. Sports and extra-curricular activities further build pupils' teamwork skills and resilience as well as knowledge of healthy relationships.

The school has developed parent forums and coffee mornings to actively involve families in the school. This approach is one example of the way that the school ensures that parents have a shared understanding of the school's expectations for safeguarding and respectful behaviour.

School leaders and governors have a clear understanding of where the strengths and areas for development in the school are. They have set a clear, ambitious vision which is helping to secure continued improvements.

Staff have access to appropriate training, mentoring and support. Staff workload and well-being are well considered, including for example, through regular check-ins to ensure that all members of staff feel valued.

Governors contribute to strategic decision-making through regular review meetings and a strong focus on accountability. They challenge and support leaders to ensure that the school is working in the best interests of all pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the foundation subjects, the school does not identify and plug gaps in pupils' knowledge precisely. This means that pupils' achievement is not as strong as it could be in these curriculum areas. The school should ensure that assessment is used effectively in all subjects, thus enabling pupils to know, understand and do more.
- Some adaptations to teaching for pupils who have gaps in their learning are not fully effective. On occasion, these pupils do not make as much progress through the curriculum as they could. The school should ensure that support for these pupils is as effective as possible so that they learn more.

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	102805
Local authority	Redbridge
Inspection number	10345840
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The governing body
Chair of governing body	Kieran Yeates
Headteacher	Liz Cohen
Website	www.gilbertcolvin.co.uk
Dates of previous inspection	28 and 29 November 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.

- The inspectors met with the headteacher and other senior staff. The inspectors also held separate meetings with members of the board of governors and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, history and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- The inspectors examined a range of documentation provided by the school.
- 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 considered the responses to Ofsted Parent View, including the free-text comments. They also reviewed the responses to Ofsted's surveys for staff and pupils.

Inspection team

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