Inspection of a school judged good for overall effectiveness before September 2024: Colham Manor Primary School

Violet Avenue, Hillingdon, Uxbridge UB8 3PT

Inspection dates: 18 and 19 March 2025

Outcome

Colham Manor Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This is a vibrant and inclusive school. Pupils show consideration for others. They feel safe and trust staff to help them with any issues they may have.

The school has high expectations of the achievement of its pupils. Pupils study a broad and ambitious curriculum. Staff provide swift and effective support for pupils with special educational needs and/or disabilities (SEND) when they need it. Pupils achieve well in most subjects.

The school has set out clear expectations of pupils' behaviour. Children in the early years settle quickly into routines. This is a calm and orderly place. Pupils have positive attitudes to their education and are keen to do well.

The school offers a rich range of opportunities for pupils to develop their talents and interests. This enhances their learning, for example, through visiting the Imperial War Museum when studying the Second World War in history. Pupils benefit from being able to choose from a wide range of clubs, including football, dance, computing and singing. They relish taking on responsibilities as pupil parliament representatives, playground leaders and sports leaders.

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

The school has created an ambitious curriculum, which covers the full range of national curriculum subjects. Across all subjects, the school has identified the important knowledge that pupils should learn. Secure foundations are established in the early years, where children have purposeful opportunities to learn about numbers and develop their vocabulary. This prepares them well for learning in key stage 1.

Teachers have good subject knowledge. They explain ideas clearly and address pupils' misconceptions when they arise. The school identifies any gaps in knowledge for the high numbers of pupils who join the school at different times, so that they are given the support they need to catch up. Teachers use information about pupils with SEND to adapt activities so that pupils can access the curriculum. Occasionally, teachers do not ensure that pupils have enough opportunities to practise what they have learned in sufficient depth, before moving on. This means that pupils do not consolidate their knowledge consistently.

The school has provided support for staff to ensure that there is greater consistency in the implementation of the curriculum. For example, all teachers have received training to deliver the school's strategy to improve pupils' writing. This is to address previously low outcomes at the end of key stage 2. This is making a difference. Pupils are writing more confidently and with greater accuracy in most subjects. Staff appreciate and benefit from the professional development they receive. However, some of this work is not embedded across all aspects of the curriculum.

The school has made reading the bedrock of the curriculum. In Nursery, children start to develop their understanding of the sounds that letters make through joining in with familiar stories and songs. The school has established a structured approach to the teaching of phonics from the time children start their Reception year. Books are carefully matched to the sounds that pupils have been taught. Staff check that pupils who struggle with reading are provided with the support they need to become fluent readers. Pupils continue to enjoy many opportunities to read from a range of quality texts as they move up through the school.

Working relationships between staff and pupils are kind and respectful. Children in the early years demonstrate positive attitudes through their curiosity in learning. Pupils cooperate well in class and during outdoor activities at breaktimes. Pupils attend well. The school has taken effective action to reduce absence. Staff ensure that any attendance concerns are followed up swiftly. They provide effective pastoral support, working closely with families and external agencies to support pupils' welfare.

The school accurately identifies pupils with SEND. Pupils work alongside their peers in the classroom. Where pupils' needs are more significant, they receive excellent support from skilful staff. Pupils with SEND participate actively in school life and achieve well.

The school provides a rich and ambitious programme for pupils' personal development. High numbers of pupils participate in the school's parliament. Pupils benefit from visits to places of interest, such as the Houses of Parliament where they learn about the political process and democracy. Visiting speakers enrich their understanding of different faiths and beliefs. The school's programme is designed to broaden pupils' appreciation of the world around them. They value this, taking every opportunity to celebrate difference and diversity. Pupils are well prepared for life in modern Britain.

Governors provide effective strategic oversight of the school's work. They have received relevant training to support them in their role. They have strong knowledge of the school and its areas for development. Governors ensure that they deliver their statutory duties and hold leaders to account. Most parents and carers are very positive about their child's education at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum is not implemented consistently. Where this is the case, pupils are not given sufficient opportunities to practise what they have learned, including in writing. This means that pupils are not able to recall and apply knowledge securely. The school should provide effective support for all staff and check the impact of the actions they have taken so that pupils learn consistently well across the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 good for overall effectiveness in December 2015.

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	102373
Local authority	Hillingdon
Inspection number	10345797
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	618
Appropriate authority	Local authority
Chair of governing body	Sarbjit Nijjar
Headteacher	Carly Rissen
Website	www.colhammanorprimary.com
Date of previous inspection	11 June 2019, under section 8 of the Education Act 2005

Information about this school

- There is nursery provision for children aged three and four years old.
- The school currently uses no alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with governors and representatives from the local authority.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of their work.

- To evaluate the effectiveness of safeguarding, 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.
- Inspectors gathered the views of pupils, parents and staff through discussions and responses to Ofsted's online surveys.

Inspection team

Russell Bennett, lead inspector	His Majesty's Inspector
Kathleen Williams	Ofsted Inspector

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