

# Colville Primary School

## Inspection report

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<b>Unique Reference Number</b>	100481
<b>Local Authority</b>	Kensington and Chelsea
<b>Inspection number</b>	276316
<b>Inspection dates</b>	7–8 June 2006
<b>Reporting inspector</b>	Sandra Teacher

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adrian Weale Susannah Daniel (act.)
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Lonsdale Road London W11 2DF
<b>Telephone number</b>	02072296540
<b>Fax number</b>	02072433193

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Colville Primary is an average size school. Pupils come from a richly diverse and ethnically mixed area and two-thirds speak English as an additional language. The proportion of pupils entitled to free school meals is well above average. An average proportion of pupils have been identified with learning difficulties, and the number with statements of special educational need is below average. Most children join the nursery with skills and knowledge well below those expected for their age. Increasingly, pupils join the school part way through their education. The school is in a period of transition with an acting head and an acting deputy headteacher. Six teachers, including four who are new to teaching, joined the school at the start of this academic year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade:**

### What the school should do to improve further

- \* Improve aspects of teaching and in particular challenge more able pupils and make better use of support staff.
- \* Improve the effectiveness of subject leaders in monitoring pupils' progress in their subjects in order to raise standards.
- \* Improve the effectiveness the governors is challenging and monitoring the work of the school.
- \* Work more closely with parents to improve the pupils' attendance and punctuality and support them to become more involved in school life.

## Achievement and standards

**Grade:**

## Personal development and well-being

**Grade:**

## Quality of provision

### Teaching and learning

**Grade:**

Teaching is satisfactory overall and some good lessons were observed during the inspection. Where teaching is best, learning is most effective as a result of well planned, organised activities that are pursued at a brisk pace. Good relationships between teachers and pupils ensure positive responses to learning. In the satisfactory lessons, activities are not as well managed and organised and less effective use is made of support staff. There is lack of challenge and support for more able pupils and they do not make as much progress as they should.

The school's small classes have a high level of adult support, which is deployed effectively to help those pupils experiencing difficulties. Pupils learning English as an additional language and those with learning difficulties and disabilities are thoughtfully supported by teachers and support staff. Staff are well aware of individual need, ask supportive questions and offer good encouragement. Younger pupils often make very good progress in English skills when working on the fifteen minutes a day programme.

The school's assessment system is not rigorous enough in tracking the progress of pupils who are more able and this results in low level targets being set.

## Curriculum and other activities

**Grade:**

The curriculum is satisfactory. It is broad and well balanced, but does not always focus enough on the needs of pupils of all abilities and how they might be supported. Extra-curricular provision is good as it enhances learning opportunities effectively. A wide variety of sporting and life-enhancing activities include visits to places such as Kew Gardens and a residential visit by Year 6 to the Forest of Dean. Computers are used well to enable a deeper study in a range of subjects. Well devised intervention programmes ensure that pupils with English language needs

and those with learning difficulties are well supported. Pupils learn how to stay healthy through well organised physical education lessons. They have the opportunity to debate maturely in personal, social and health lessons. Foundation Stage provision is tailored to meet children's needs, particularly in developing their English language skills.

### **Care, guidance and support**

#### **Grade:**

The school looks after its pupils well. Careful analysis of individual needs means pupils can be given accurate and very effective support. In particular, pupils with learning difficulties and those who do not speak English at home are served very well. However, there is insufficient attention given to challenging the more able pupils. Behaviour management is good because school rules are simple, regularly reviewed and consistently applied. Pupils, who find it difficult to conform, work with teachers to meet agreed targets and soon improve their behaviour.

Pupils are safe and secure. They are confident to turn to adults if they are upset and know their problems will be sorted out. Child protection and health and safety procedures are effective. The school works closely with a wide range of professionals to find just the right support for needy and vulnerable pupils. It has worked very methodically to improve the rate of attendance using a wide range of strategies, but although attendance and punctuality have improved, they are still not good enough.

### **Leadership and management**

#### **Grade:**

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## Text from letter to pupils explaining the findings of the inspection

### Pupils

Thank you for looking after us so well during our recent visit. We enjoyed joining you in your lessons and talking to so many of you. No doubt you would like to know what we thought of your school so I have included a few points below. We have judged that the school provides a satisfactory standard of education. You told us that you enjoyed your school and we can see how much it has improved since the last inspection. All the adults make sure you are well-looked after. We agree with you that you are all working much harder now and we were interested to hear about your targets to help you improve your work.

You are given the chance to study a wide range of subjects and we particularly liked the photographs and art work that we saw on display. We know how much you enjoy the 'Funky Feet' sessions. From your parents' replies to our questionnaire, we can see that most of them understand that many things have changed for the better, but we would also ask them to encourage you to attend more regularly.

We think that some of you could still do better. Perhaps you can think about how you might help improve your skills in reading, writing and mathematics. We have asked all your teachers to give you the right level of work, particularly for those who could do harder work, to help you improve even more, to help you in thinking for yourself so that you can become better independent learners. We have also asked your teachers to learn from each by watching lessons together and that the governors understand more about the work that you do. Finally, we would like to wish you all the best for the future and hope that you do well when you leave school.

Yours sincerely

Sandra Teacher

Lead Inspector