

# Colvestone Primary School

## Inspection report

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<b>Unique Reference Number</b>	100221
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	285745
<b>Inspection dates</b>	28–29 March 2007
<b>Reporting inspector</b>	Glynis Bradley-Peat

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	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms D Tripley
<b>Headteacher</b>	Mrs G D Huie-Manneh (acting)
<b>Date of previous school inspection</b>	17 September 2001
<b>School address</b>	Colvestone Crescent London E8 2LG
<b>Telephone number</b>	020 7254 1143
<b>Fax number</b>	020 7249 7576

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is of average size and serves an area of high deprivation. The vast majority of pupils come from a variety of ethnic minority backgrounds. Almost a third of pupils have English as an additional language. The proportion of pupils eligible for free school meals is higher than usually found. The proportion of pupils identified with learning difficulties is below average as is the percentage with a statement of educational need. The proportion of pupils joining or leaving the school at other than the usual times is also higher than average. The current acting headteacher has recently taken over the leadership and management of the school since February 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the pupils' standards of achievement, teaching and leadership and management.

Pupils enter the school with skills that are below average. Despite a recent increase in Year 2 results, standards should be higher when taking account of the flying start children make in the Foundation Stage where progress is good. Progress slows considerably in some crucial year groups leading to inadequate achievement overall. Standards overall are below average and should be higher. However, the current Year 6 pupils are now making satisfactory progress and indicators show that an evident decline in standards at the end of Year 6 has been halted.

Disrupted or ineffective teaching have led to significant underachievement in some year groups. Overall, teaching and learning are inadequate. Over time, there have been too many unsatisfactory lessons because teachers do not plan in enough detail, particularly for higher attaining pupils. Pupils are not well enough informed about how they can improve their work and marking is not thorough. Some pupils respond to this with poor behaviour and disrupt the learning of others. However, more recently, teaching has stabilised to some degree and new permanent experienced staff are joining the school next term.

Pupils' personal development is satisfactory but a small minority of pupils misbehave when they are not interested in what is taught in lessons or when the pace of learning is too slow. Pupils have a good understanding of how to stay safe and act safely. Care, guidance and support are satisfactory overall, but academic guidance is inadequate because pupils have too little understanding of how to improve their work.

Leadership and management are inadequate because over time too little has been done to ensure that pupils make enough progress and monitoring of teaching and behaviour has not been sufficiently rigorous. The school's view of its effectiveness has been too generous. Recent changes made by the acting leadership and governors are beginning to tackle this and address the underachievement. This has contributed to the improving picture in Year 6 and, together with improvements to governance, staffing and subject leadership show that there is satisfactory capacity to improve.

### What the school should do to improve further

- Raise standards across the school particularly in English and mathematics
- Improve the quality of teaching particularly in relation to behaviour management and challenge for the higher attainers
- Increase pupils' understanding of how well they are doing and what they need to do to improve
- Improve the monitoring of teaching and learning and behaviour

## Achievement and standards

### Grade: 4

Standards are below average and pupils' achievement is inadequate. Pupils join the school with a range of skills that are below average overall. In addition, increasing proportions joining the

Nursery are at an early stage of learning English. Children in the Foundation Stage get off to a good start because of the good provision. A close check is kept on their progress and activities are planned carefully to meet their differing needs. As a result, these children achieve well and many reach the goals expected of them by the end of Reception. Pupils' progress in Key Stages 1 and 2 is inadequate because, in too many year groups, disrupted or ineffective teaching means that pupils have been marking time. Standards are below average at the end of Key Stage 1. National test results in Year 2 have risen steadily in recent years. They are still below average in reading writing and mathematics, however, and, given the start children make in the Foundation Stage, they are not high enough. Year 6 results in core subjects have fallen in recent years, representing a declining level of achievement. More experienced staffing in Year 6 means that the decline has been halted. Current pupils are now making satisfactory progress in lessons and are on track to move standards closer to average. When compared to all groups, there is no significant difference in the progress made by pupils with learning difficulties, those new to learning English and those of different ethnic backgrounds. However, higher attainers underachieve when too little is expected of them and the progress of all pupils slows in lessons where their learning is impeded by the misbehaviour of some.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Pupils' behaviour is satisfactory, overall, but varies considerably. Most pupils behave well in lessons, during break-times and around the school. They have a good understanding of how to stay safe and play with good regard for the safety of others. However, a significant minority misbehave in lessons where the teaching fails to engage them. As one pupil put it, 'Children behave mostly, but a few spoil it' and this disrupts the learning of others. Despite this, most pupils have a satisfactory enjoyment of school and this is reflected in average attendance levels. Most pupils have a secure understanding of healthy lifestyles, make healthy choices during lunchtime and enjoy the rewards they get for walking to school on Wednesdays. They make a satisfactory contribution to school life. Members of the effective school council feel that their views are taken into account and they are proud of their influence on improvements to toilets and playtime equipment. Pupils enjoy opportunities to work in groups, for example when raising funds for charities. Their uneven progress in basic skills means that they are inadequately prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

The lessons seen during the inspection ranged between inadequate and outstanding. Because pupils' learning is inconsistent, teaching and learning over time are unsatisfactory. Frequent staff changes have had a significantly detrimental effect on the development of consistent approaches to good teaching and learning and behaviour management. Lack of rigour by teachers in using assessment to match work to pupils' ability has led to uneven progress. In particular, teachers do not use assessment information to plan tasks for more able pupils that are sufficiently challenging. There are pockets of good teaching where pupils make good progress and expectations are high. In an outstanding personal, social and health education lesson the teacher's exceptional motivational skills and the use of amusing anecdotes successfully engaged the pupils. However, all too often, teachers' expectations of what pupils can achieve

are too low. On these occasions the pace of learning is slow and pupils become restless and begin to misbehave. This low level disruption then affects the learning of others. Pupils' work shows that few teachers insist on good standards of presentation.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum. Provision for information and communication technology (ICT) has improved since the last inspection and this is having a positive impact on learning. For example, in a good lesson in Year 1, pupils were able to log on to their computer and carry out an activity that helped to develop their understanding of alphabetical order. Recent improvements in the planning of literacy and numeracy are beginning to address weaknesses that have caused underachievement in some year groups. Much remains to be done, however, to ensure a consistent approach, for example in planning for more able pupils. Planning for pupils' personal, social and health education is satisfactory and contributes to their satisfactory personal development. In one highly effective lesson in Year 3, pupils gained great confidence in expressing their feelings and developed positive self-esteem. Visits and visitors enrich the curriculum and there is a good range of activities outside of lessons, including regular clubs for French, ICT, gardening, choir and a range of sports. Pupils enjoy these activities and the take-up is good.

## **Care, guidance and support**

### **Grade: 3**

The school takes good care of its pupils and provides satisfactory support, but academic guidance is inadequate. Procedures to secure pupils' health, safety and welfare are well established. Consequently, most pupils feel safe and secure in school, one reporting, 'The teachers know you. If you're bullied you can tell a teacher and they will help you.' Satisfactory support is provided for pupils with learning difficulties, those who are new to learning English and pupils who are identified as potentially vulnerable. Satisfactory relationships with outside agencies help promote pupils' welfare. Systems for assessing and tracking pupils' progress have improved and are now satisfactory. The information collected is being increasingly used to identify underachievement and provide additional support where it is most needed. However, the systems are not yet well enough established to give an accurate view of the progress of individual pupils and provide them with effective academic guidance. As a result, pupils have too little understanding of how well they are doing and what they need to do to improve. This is compounded by an inconsistent approach to the marking of pupils' work that is inadequate overall.

## **Leadership and management**

### **Grade: 4**

The school judges the quality of leadership and management as satisfactory, but inspectors judge that it is inadequate overall. This is because there has been insufficient oversight of teaching and learning by senior leaders and governors. An inaccurate evaluation of the school's overall effectiveness means that until recently they did not know what the school's strengths and weaknesses were. Instability in staffing has meant that a significant number of pupils have had to get to know a succession of different teachers in short periods of time and this has adversely affected their learning. However, current changes made to staffing are improving

the quality of teaching and are having a more positive impact on learning. For example, current Year 6 pupils are on track to reach targets that will raise standards and represent satisfactory achievement. Subject leaders are developing their role as managers and are beginning to have a satisfactory impact in their areas of responsibility.

The leadership and management of the acting headteacher are satisfactory. She has worked hard to introduce and develop a manageable range of initiatives to improve standards in the short space of time in which she has been in charge. Some of these are already beginning to bear fruit and the school's capacity to improve is satisfactory. Systems to check on the quality of teaching and hold teachers to account for their pupils' progress are now established but some are too new to have made any impact.

The governing body is supportive of the school, but until relatively recently, has not been as involved as it should have been in monitoring school development. It has recruited some new governors and is now beginning to hold the school to account for the standards it achieves and is contributing to the school's capacity to improve. Many parents have mixed views about the school. Some feel that it has recently improved whereas others believe it has deteriorated. The acting headteacher rightly recognises the need to improve relationships between home and school. Some parents report that she has already improved some communication with them, but more remains to be done.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

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

4 May 2007

Dear Pupils

Inspection of Colvestone Primary School, Colvestone Crescent, London, E8 2LG

We really enjoyed our visit to your school and thank you for the friendly way you spoke to us. We met some of you and were very interested in what you had to say. You told us about what you liked and enjoyed and why. You told us you enjoy the extra curricular clubs the school offers you and you also go on trips and visits. You know about eating healthily and how to stay safe. Most of you behave well in class but some of you don't always concentrate as much as you should and interrupt your teachers. This also spoils the enjoyment of lessons for your classmates.

There are some things in your school which need improvement and your acting headteacher and your parents think so too. We are concerned that many of you have had too many teachers in too short a time and that you haven't been taught as well as you could have been. Your achievement in national tests in the last three years has gone down and needs to get better again. Some of you find the work you have been given too easy.

To help the school to put this right, and to give you a better education, we have asked your acting headteacher and your governors to make sure that:

- you do better in tests in English and mathematics
- your teachers teach you really well, ensure you behave well and make sure you all have work which makes you think hard
- you all know how well you are doing and how you can improve your work
- your acting headteacher regularly checks how good teaching is and how well you are behaving
- relationships with your parents are made better.

Yours sincerely

Glynis Bradley-PeatLead inspector