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19 November 2007

Mrs G Huie-Manneh
Acting Headteacher
Colvestone Primary School
Colvestone Crescent
London
E8 2LG

Dear Mrs Huie-Manneh

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when Wendy Forbes and I inspected your school on 14 November, for the time you gave to our phone discussion and for the information which you provided before and during our visit. I would also like to thank your vice-chair of governors for giving her time and the pupils we met, formally and informally, who were unfailingly courteous and helpful.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in March 2007, the school was asked to

- improve standards and achievement in English and mathematics
- improve the quality of teaching and learning particularly in relation the challenge offered to higher attainers
- improve behaviour management
- ensure pupils know how well they are doing and what they need to do to improve
- improve the effectiveness of the monitoring of teaching and learning and behaviour.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievements. Pupils' behaviour has improved significantly since the last inspection.

Achievement and standards

Although attainment remains below the national average in all years there are signs of improvement, particularly in Years 3 to 6. Pupils enter the Foundation Stage with levels of attainment below that expected for their age but good provision at that stage continues to ensure they achieve well. Standards at the end of Year 2 had been rising steadily until 2006, but dipped significantly in 2007. In the same year, attainment at the end of Year 6 improved; the progress pupils make between Years 3 and 6 is significantly above average in English and science and above average in mathematics. The most able pupils still fail to make the progress expected of them. The standard of pupils' written work is satisfactory.

The quality of teaching, learning and assessment

The quality of teaching is satisfactory overall. A large number of teachers were appointed in 2007. The school's monitoring of teaching and learning since the last inspection records no unsatisfactory teaching; slightly over half the lessons observed were good. Inspectors broadly concur with this judgement. Teachers plan systematically and organise their lessons well, although they are not yet providing enough different activities to challenge all the pupils in their classes, including the higher attainers. Work has begun on using assessment and target setting to ensure pupils know how well they are doing and what they have to do to improve and some pupils are beginning to record their targets in their exercise books. Pupils benefit from a high level of input from teaching assistants and other adults and reading recovery is well-resourced and effective.

Pupils' behaviour

Pupils' behaviour is now good. Teachers manage their classes well and use a range of different activities to ensure pupils are engaged. Inspectors observed good levels of focus and concentration in classes and saw no examples of the low levels of disruption noted in the last inspection report. Pupils' movement about the school is orderly and in their dealings with adults they are thoughtful and courteous. Pupils reported that the few incidents of bullying were quickly and effectively dealt with by teachers.

The monitoring of teaching, learning and behaviour

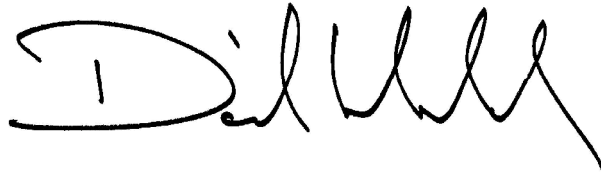
The acting headteacher knows the school's strengths and weaknesses and continues to work hard to establish a culture of accountability. Monitoring systems have improved since the last inspection. Teachers are regularly observed and graded and points noted at the time of observation are carried forward into performance targets. Subject leaders continue to develop their role as managers and they now need to focus even more directly on raising standards. For example, the monitoring of pupils' work is not yet revealing some of the inconsistencies in the quality of marking noted by inspectors.

The Learning Trust is fulfilling the obligations laid out in the statement of action, and the school is particularly appreciative of the support given by the senior education

improvement adviser. A re-energised governing body and the increasing support and involvement of parents are hopeful signs of sustainable improvement.

I hope that you found the visit helpful.

Yours sincerely

A handwritten signature in black ink, appearing to read "D. Hornbrook". The signature is fluid and cursive, with a large initial "D" and a long, sweeping tail.

David Hornbrook
Her Majesty's Inspector