

# 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>	323285
<b>Inspection dates</b>	12–13 May 2009
<b>Reporting inspector</b>	Sue Rogers

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	275
Government funded early education provision for children aged 3 to the end of the EYFS	50
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Adrian Weale
<b>Headteacher</b>	Mrs Susannah Daniel
<b>Date of previous school inspection</b>	7 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lonsdale Road London W11 2DF
<b>Telephone number</b>	020 7229 6540
<b>Fax number</b>	020 7243 3193

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<b>Age group</b>	3–11
<b>Inspection dates</b>	12–13 May 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This primary school is of average size. It has a Nursery and serves an urban area. About half the pupils are eligible for free school meals and the number of families moving in and out of the area each year is increasing. This is a diverse multicultural community and the number of pupils of minority ethnic origin is therefore much higher than the national average. Over two thirds of the pupils require extra support with English when they arrive. The school holds the Activemark for Physical Education. The borough Play Service offers a breakfast club, lunchtime play centre and after school play centre on the site. These were the subject of a separate inspection, as they are not managed by the school.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Colville School provides a satisfactory education for its pupils. Since the last inspection, the school has improved in several aspects, including personal development and the quality of teaching. The school leadership team has a good and accurate knowledge of the strengths and weaknesses of the school. This shows that the school has the necessary capacity to improve further. However, other areas for development identified at the last inspection, such as challenge for the more able pupils, have still not been tackled sufficiently well. The curriculum and Early Years Foundation Stage have remained satisfactory. Monitoring and challenge by the governing body have not improved. Governors are supportive, but the overall impact of their work is inadequate.

Teaching has improved since the last inspection and is now good. As a result, pupils make good progress, enjoy school and do well in their personal development. Confirming their enjoyment one pupil said, 'Our school is a great community'. Parents' comments also reflected positive views on the quality of teaching and relationships in the school. One parent, typically, wrote that, 'Teachers always make time for us'. Teaching has improved because the headteacher has built an effective staff team and the quality of monitoring and support for teaching by school leaders, and especially that of subject leaders, is more rigorous. Although pupils are now making good progress, there is a legacy of weaker progress over recent years to overcome. This was due, in the main, to teacher turnover and absence. Consequently, standards in English, mathematics and science are below average when pupils leave the school in Year 6, although this represents good rates of progress in relation to their low starting points. Groups of pupils who might be vulnerable are identified through the use of good tracking data, and effective interventions are put in place. These pupils achieve as well as other pupils. However, the school is aware that there are still not enough pupils attaining the higher levels in the national tests. Although the school identifies the more able pupils carefully, teachers still do not plan sufficiently well to ensure that they are challenged effectively.

Attendance and punctuality have also improved and attendance is now average. However, some parents continue to take their children on holiday in term time, despite the concerted efforts of the school. Pupils develop good social skills and learn to collaborate effectively. They behave well in lessons and their spiritual, moral, social and cultural development is good overall. Pupils report that they feel very safe, because they are well cared for. Their knowledge of how to stay healthy is good. Charity work and school council representation help pupils learn to make a positive contribution to the community. Academic support and guidance are also good, principally because the school has worked hard to improve its assessment procedures.

The curriculum is satisfactory. It meets national requirements, but too little time is devoted to some subjects. The school has rightly concentrated on improving basic skills, but has missed opportunities to consolidate these in other subjects. As a result, subjects, such as music, history and geography are not taught regularly enough, especially in Year 6.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

The Early Years Foundation Stage curriculum is creatively interpreted to meet the children's needs. The children's belief that learning is fun is very evident on their faces. Children enter the Nursery and Reception classes with skills and knowledge that are lower than those expected

of three- and four-year-olds. They make satisfactory progress overall. Because of their low starting points, they are still working at below the expected levels by the time they enter Year 1. Progress in personal development is good. The children are confident and are happy to demonstrate the learning they have achieved. One child confirmed this, saying, 'Before I came to school I could not count. Now I am nearly five I can'. The school leader for the Early Years Foundation Stage is new in post. She rightly recognises that planning for children's independent work is not yet detailed enough. When working alone children do not always have information about what they might learn, or sufficient resources to help them improve their writing. The outdoor area for Reception is attractively and imaginatively equipped, with a marquee to provide shelter. Nevertheless, its location, one floor below the classrooms, limits children's opportunities to make independent choices and to enjoy outdoor activities.

### **What the school should do to improve further**

- Increase the number of pupils who achieve higher levels in their assessments, by improving the quality of teachers' planning for the more able pupils.
- Improve the quality of the curriculum by increasing cross-curricular links and making sure that sufficient time is devoted to the teaching of all subjects.
- Improve the quality of governance by ensuring that governors are fully informed and involved effectively in the monitoring of the school's work.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## **Achievement and standards**

### **Grade: 2**

Pupils' progress is accelerating. Taking into account their low starting points, progress is now good for most pupils. All pupils are benefiting from more attention, due to small classes and early identification of their learning needs or difficulties. The school recognises that the more able pupils could do still better as some fall short of reaching the higher levels in the national tests at the end of Year 2 and Year 6. Leaders also know that standards in writing, in particular, should be higher as pupils make slower progress in writing when compared with reading. This is because many pupils require additional support as they are learning English as an additional language. Although they are doing well because the school's support teachers are effective, they have weaknesses in vocabulary and sentence structure. The school is rightly intensifying its focus on these areas.

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

### **Grade: 2**

Each pupil is treated as a valued member of the school community and, as a result, their confidence and independence develop well. New pupils settle in quickly. Pupils are generally courteous to each other, to staff and to visitors. Their spiritual, moral, social and cultural development is good and is catered for through a range of activities which include opportunities for caring for the environment and helping others, and time for reflection. They have a good understanding of healthy eating. The Activemark testifies to the fact that pupils know the importance of exercise and they take part in a range of sports and other planned activities. Pupils participate fully in the life of the school and the local community. They take their responsibilities as school councillors and as helpers around the school seriously and play a major

role in making a difference. For example, the council were very keen to explain about their current project on improving the toilets. Their good interpersonal skills prepare them well for their future schooling.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Improving the quality of teaching has been a school success over recent years. Most teaching is good and the staff have forged excellent relationships and manage pupils' behaviour well. Explanations are clear and the lessons are usually interesting. Consequently, pupils enjoy their work. Teachers are making increasingly good use of assessment information to inform their planning, although the quality still varies too much when teachers plan for the more able pupils. Questioning is skilful in encouraging pupils to reason, and good use is made of partner discussion in lessons to develop and improve pupils' speaking and listening skills.

### **Curriculum and other activities**

#### **Grade: 3**

Pupils enjoy lively lessons and the curriculum celebrates the rich cultural diversity that exists within the community. The school is increasingly introducing opportunities for pupils to meet with, and value, those from different backgrounds. Leaders have rightly set their sights on enriching and developing the curriculum further to enable children to attain higher levels of attainment across all subjects. There are some missed opportunities for pupils to practise basic skills, such as writing, within the context of other subjects. The use of computers is particularly undeveloped. A variety of after school sporting activities are on offer for the older pupils, as well as English and mathematics booster classes and creative opportunities. These activities add greatly to the pupils' enjoyment as well as to their achievement. There are plans to develop outdoor residential and day trips further.

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

#### **Grade: 2**

The pupils feel very well cared for because staff work hard to develop relationships. Those pupils who might be vulnerable are identified and supported quickly and effectively. Good use is made of personal social and health schemes of work to promote personal development. Pupils enjoy regular 'circle times' when they can talk about their feelings and reconcile any differences. As a result, they say that bullying is rare and any instances of this are quickly dealt with. Teachers have worked hard to involve pupils in individual target setting and have improved their marking, so that pupils know what to do to improve on a day-to-day basis. The current focus on writing has meant that marking in English books is now good. It is less consistent in mathematics.

## **Leadership and management**

#### **Grade: 3**

Leadership and management of the school are satisfactory. Clear vision and good self-evaluation have led to good improvements in some areas. The headteacher has built an effective senior management team and subject leaders now monitor the quality of teaching more robustly. The

deputy headteacher demonstrated that he is very knowledgeable and supports the headteacher well. Leaders are clear in knowing what they need to do to improve the school further. However, governors are not clear enough about the school's strengths and weaknesses. Improvement planning does not give enough detail of the impact of the school's monitoring and actions to help the leadership team and governors check the progress the school is making. As a result, some aspects of the school have not improved sufficiently since the last inspection such as the quality of the curriculum, challenge for the more able pupils and the impact of the governing body.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<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.

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	4
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?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

28 May 2009

Dear Pupils

Inspection of Colville Primary School, London, W11 2DF

Thank you very much for helping us and making the inspectors so welcome when we came to inspect your school this week. Special thanks to the school council and to pupils from Year 2 and Year 6 who gave up their lunchtime break to talk to us. We particularly enjoyed hearing how much you like school and learning about the projects that the school council has done. We hope your toilet behaviour project is having a good impact!

We think that your school is a satisfactory school. This means that some things are good and some could be better. You make good progress in your lessons because teaching has improved. You also do well in learning to get on well and work with each other. You have good knowledge about being healthy and we were pleased that you feel safe at school. It is also good to see that you are so well cared for. We think all those of you who need extra help get good support. However, the school needs to do better in the Year 6 tests, especially in writing. Your work is sometimes too easy for some of you who could make even faster progress. Teachers work very hard to make sure that you do increasingly well in English and mathematics, but sometimes this means that you do not cover other subjects as well as you should. The school leaders are making sure that the school develops properly. However, we feel that the governors do not always check carefully enough to make sure that school improvement is as good as it could be. We have therefore asked the school to make sure that:

- teachers always plan to make work as challenging as possible for all of you
- all subjects in the curriculum are taught regularly, especially in Year 6
- the governors are fully involved in checking to make sure that school improvement happens as fast as possible.

You can play your part in making your school even better by coming to school every day in term time unless you are ill.

Yours faithfully

Sue Rogers

Lead Inspector