

Colvestone Primary School

Colvestone Crescent, London, E8 2LG

Inspection dates 14–15 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in all year groups. Current pupils are on track to achieve well at the end of Year 2 and Year 6, especially in reading and mathematics and at the higher levels.
- Children get off to an excellent start in the Early Years Foundation Stage because activities are stimulating and fun.
- Progress is accelerating throughout the school because teaching is good, with some that is outstanding. Teachers use effective questioning techniques to develop pupils' thinking and understanding.
- Disabled pupils and those with special educational needs make good progress because staff support them very well.
- Pupils behave in an excellent way and have outstanding attitudes to learning. This is a key factor in their improving standards.
- Pupils are friendly, polite and work well together. They feel extremely safe in school and parents support this view.
- Pupils supported by additional government funding make good progress and most achieve as well as their classmates.
- The school strongly promotes pupils' spiritual, moral, social and cultural education through a wide range of enrichment activities. These include art, music and drama.
- The headteacher and other senior leaders check the quality of teaching precisely. This, combined with effective training, has improved teaching. Staff are wholly committed to raising standards further.
- Governors know the school well. They offer good levels of challenge and support the leadership team to ensure the school improves further.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Too few pupils reach the higher levels of attainment at the end of Year 2 and Year 6.
- There are too few opportunities for teachers to check the accuracy of their assessment of pupils' writing with staff from other schools.
- Some newly introduced methods of teaching spelling, grammar and the sounds letters make have not been in place long enough to have made much impact on standards.

Information about this inspection

- Inspectors observed 22 lessons or part lessons. Seven of these were observed jointly with the headteacher and the lead mathematics teacher. Inspectors also heard a selection of pupils read and examined pupils' books.
- Meetings were held with the headteacher, senior leaders, subject leaders, and members of the governing body, including the Chair of the Governing Body, and a representative from the local authority.
- Inspectors held a meeting with members of the school council and spoke informally with pupils during lessons and in the playground.
- Inspectors considered the 37 responses to the online questionnaire; Parent View, and the school's own parental survey. They also took account of the 15 staff questionnaires returned.

Inspection team

Penny Spencer, Lead inspector

Additional Inspector

Philip Mann

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. There is one form of entry in each year group from Nursery to Year 6.
- The proportion of pupils known to be eligible for the pupil premium is almost double the national average. (Pupil premium is additional government funding for children in local authority care and pupils known to be entitled to free school meals).
- The majority of pupils are from an ethnic minority background. The largest proportions of pupils are of Black Caribbean, Black African and White British heritage.
- A quarter of all pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported by school staff is above average. The proportion of pupils needing additional support from outside school or with a statement of special educational needs is below average.
- In 2013 the school did not meet the current government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Make more of the good teaching outstanding and so raise standards further, by:
 - developing the recently-introduced strategies for the teaching of spelling, grammar and punctuation, thus ensuring all pupils make rapid progress in their writing and achieve highly
 - increasing opportunities for staff to check the accuracy of their assessment information, especially in writing, with teachers and leaders from other schools.
- Increase the number of leaders who are trained in to supporting teachers further improve their teaching.

Inspection judgements

The achievement of pupils is good

- Achievement is good. Most pupils make good progress through the school and standards over time have been rising above the national average in reading and mathematics. Attainment in writing is average. Achievement is not outstanding because progress is not outstanding, particularly in writing.
- Children enter the Nursery with skills well below those typical for their age. They make excellent progress because the teaching is outstanding and activities capture their imagination. Most children enter the Reception class from settings other than the Nursery. Many of these children have much lower skills than might be expected, especially in the areas of reading, writing and communication. They make good progress and enter Year 1 ready to move forward in their learning.
- Progress across Years 1 and 2 is good and standards at the end of Year 2 are in line with national averages, and have been over time. The school recognises that more pupils need to achieve at the higher Level 3. Assessment information for current pupils indicates this will be achieved this year, especially in reading and mathematics.
- Standards and progress in 2013 at the end of Year 6 took a dip and were below average, because this group contained an unusually large number of pupils with specific learning issues. Whilst most pupils made good progress from their very low starting points, they did not meet national expectations. This reversed a trend of improvement and was out of step with other year groups who made good progress and continue to do so.
- Information from tests and teachers' assessments indicates that pupils currently in Year 6 are on track to achieve highly in all subjects with some pupils achieving the at the highest levels in mathematics and reading. Work in books scrutinised by inspectors supports this view.
- In other year groups there is evidence that progress is accelerating in all subjects for all groups. This includes the most-able, pupils from different ethnic backgrounds and those who speak English as an additional language.
- Recently introduced teaching methods to improve writing and spelling skills are successfully increasing pupil's progress further. These actions are yet to have an impact on standards.
- Revised teaching of the sounds letters make (phonics) has increased the proportion of pupils who, in 2013, achieved the expected standard in the Year 1 phonic check or who caught up in Year 2. Pupils meet national expectations.
- Younger pupils use their phonic skills accurately to sound out unfamiliar words. By the time they reach Year 5, pupils have developed a broad range of skills to support their reading and understanding.
- Pupils have a love of reading. They read confidently to the inspectors and keenly discussed their choice of books. This reflects the school's improved teaching of reading. Parents are increasingly engaged through the development of shared reading times, at the beginning of the school day and reading workshops. Disabled pupils and those who have special educational needs achieve well because staff give them good support. Teachers and teaching assistants work closely together to plan suitable activities that are closely matched to their needs.
- Staff give good support to pupils who arrive at the school with little spoken English. These pupils make rapid progress. They are paired up with pupils who speak the same home language and quickly become involved in school life.
- Pupils eligible for additional funding make good progress in all year groups. At the end of Year 6 in 2013, they achieved standards above those of their classmates in reading, writing and mathematics.

The quality of teaching is good

- Teaching is consistently good across the school and some is outstanding. Teachers and pupils have very good relationships and there is a calm, purposeful atmosphere in every classroom. Teaching is not outstanding because achievement is not outstanding for all pupils.
- Teachers are skilled in questioning to check pupils' understanding and develop their thinking. During a Year 6 mathematics lesson, the questions pupils were asked ensured they thought deeply and explained mathematical strategies accurately to their classmates.
- In the Early Years Foundation Stage, teachers make excellent use of both the inside and outside spaces to provide exciting learning opportunities. For example, in the Nursery and Reception classes, pupils were visiting the 'supermarkets' that had been created. Inspectors observed them excitedly talking about different types of food, writing lists and counting money.
- Teachers are good at explaining exactly what they expect from pupils. As a result, time is not wasted when pupils start their work because they know exactly what they must do and how to achieve it.
- Pupils' books show good evidence of progress that is accelerating. Pupils take pride in their work, which is neatly presented.
- Teachers plan work that is matched to different abilities and needs, including those of disabled pupils, those with special educational needs and those who speak English as an additional language. Teaching assistants skilfully develop pupils' confidence to 'have a go' before asking for help.
- Teachers' marking is clear and shows pupils exactly what they need to do to improve. Pupils respond to this during a regular session each week. This has a positive impact on their progress, increasingly so as they move through the school.
- Teachers discuss pupils' progress with them and identify appropriate targets to help them improve their work. Pupils explained their targets to inspectors and showed how they use them in their work.
- The school has recently introduced strategies to improve the quality of writing further, through better use of spelling and grammar. Work in books shows pupils becoming more confident in their writing, but this has not yet significantly improved overall standards.
- School leaders are providing more opportunities for teachers to check the accuracy of their writing assessments with teachers from other schools. This continues to be an area for further development. The leadership sees this training as vital in making teaching outstanding.

The behaviour and safety of pupils is outstanding

- The behaviour of pupils is outstanding. Their attitudes to learning are exemplary and they are focused and eager to learn. There is a true spirit of cooperation and shared learning in all year groups, including amongst the youngest children and pupils.
- During paired discussion they listen respectfully to each other's views and combine their ideas into joint actions. This was observed during a Year 5 mathematics lesson where pupils were working closely together to solve problems. Equal contribution to the discussion and good use of their specific skills enabled solutions to be found quickly and accurately.
- All pupils, regardless of ability or specific needs, are included in all activities. Older pupils act as excellent role models, both in shared learning times and in the playground. Pupils from a wide range of cultures and faiths get along with each other well. This is because the school promotes equality of opportunity.
- Pupils move around the school very sensibly. Doors are held open and pupils follow the rules on walking through corridors and staircases to the letter.
- Despite the small area available for outside play, pupils use the space sensibly. They understand the rules that ensure everyone can play safely and respect the adults who supervise them.
- Uniform is smartly worn and pupils take a pride in their appearance and in their school. Books

are neatly kept and presentation of work is excellent.

- School councillors are involved in making important decisions to improve the school and take their responsibilities seriously. Competition for election is strong and pupils must display key qualities of cooperation, communication and respect to be considered. Councillors are consulted on how to spend additional funds and are involved in a number of projects to improve the school environment. The school's work to keep pupils safe and secure is outstanding. Precise and accurate record keeping ensures even the most minor event is logged and investigated. There are well documented examples of how pupils with significant behavioural issues have been supported to improve and make excellent progress. The school is a quiet, calm and purposeful oasis, amidst the bustling, vibrant local community.
- Pupils feel very safe and say that bullying does not occur. However, they are aware of the different types of bullying, including cyber bullying. They know how to keep safe on the internet and in the local area because they are taught well.
- Parents are very supportive of the school and believe it keeps their children safe. They feel they are listened to and that communication is clear.
- Attendance and punctuality are above average because pupils love coming to school.

The leadership and management are good

- The headteacher has the full support of the school community. Her vision for success permeates through every aspect of school life. Actions are firmly centred on improving standards and raising achievement. Leaders recognise that leadership is not yet outstanding because achievement is not outstanding for all pupils. They recognise that standards in writing need to be higher.
- Staff present their action plans and policies clearly and share them across the wider school community. As a result, everyone understands exactly what needs to be done and what their role is within the overall plan.
- The leadership frequently and thoroughly checks the quality of teaching. The headteacher and some senior leaders are experienced in coaching and mentoring. They successfully use this method of support to help teachers improve. Plans to spread this expertise to other leaders are at an early stage.
- Senior leaders allocate additional government funding effectively. Extra guidance and support is given to pupils of all abilities. As a result, these pupils make good progress and achieve in line with other pupils in the school.
- The management of teachers' performance is firmly linked to pupils' achievement. Teachers' targets are linked to the progress pupils are expected to make.
- The headteacher very skilfully develops leaders from within her teaching staff. Subject leaders have been trained and supported to take more responsibility for checking the quality of teaching and pupil progress in their subjects. As a result, the leadership team strongly drives improvement.
- The school provides a varied and exciting range of subjects and activities. Staff and pupils regularly review topics to ensure they are still relevant and being enjoyed. The school is planning to meet the new National Curriculum requirements. Opportunities for pupils to apply their literacy and mathematical skills are frequent and varied. The school makes good use of the local area, to apply skills in a practical way.
- Parents and pupils appreciate the wide range of activities that enhance the curriculum. They value art and music highly. Pupils' artwork is of a high standard. Pupils learn about life in other areas of Britain during residential visits, which they thoroughly enjoy.
- The school has developed several partnerships with other schools, and is developing more. These give leaders and teachers more opportunities to work with outstanding schools to check and agree their assessments, especially in writing.
- Parents appreciate the opportunities to become more involved in their children's education. They value the weekly reading sessions and the many events the school organises to help them

understand new projects and methods of teaching.

- The leadership uses the primary sport funding partly to develop teachers' knowledge and confidence when teaching physical education. It also supports a wide variety of sporting clubs including running, fencing and squash. Initial evaluation shows this funding is already having a beneficial effect on pupils' enjoyment of sport and their general health and well-being.
- The local authority offers effective support by providing training for governors, teachers and leaders. It has an increasingly light touch approach to this good, and improving, school.
- **The governance of the school:**
 - Governors understand the school well. They have an accurate picture of where the school stands in relation to other schools nationally. Governors understand what needs to be done to improve further and are determined to succeed. They offer good levels of challenge and support to the headteacher and senior leaders. Members of the governing body are well trained in the analysis and checking of assessment information. They get clear and precise reports which help their understanding. Governors oversee the performance management arrangements carefully to ensure teachers only get rewarded for the best practice. They are aware of how the pupil premium and the sports funding are used and check the impact these are having on pupils' standards. The budget is managed effectively. All safeguarding requirements are fully met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100221
Local authority	Hackney
Inspection number	439654

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Elodie Vallantine
Headteacher	Caroline King
Date of previous school inspection	11–12 January 2011
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