

Inspection of an outstanding school: Colville Primary School

Lonsdale Road, Portobello Road, London W11 2DF

Inspection dates:

30 April and 1 May 2024

Outcome

Colville Primary School continues to be an outstanding school.

What is it like to attend this school?

Colville is a vibrant and welcoming place. Inclusion sits at the heart of the school's work in the local community. Pupils enjoy coming to school and are keen to make the most of the wide range of opportunities provided. Pupils are kept safe. They know that if they have a worry they can talk to staff or write it down and put it in the 'ask-it basket'.

Staff have very high expectations of what all pupils can achieve. Pupils learn a broad range of subjects. The curriculum is carefully designed and sequenced so that pupils build on their knowledge as they move through the school. Teaching introduces learning in manageable steps so that all pupils, including pupils with special educational needs and/or disabilities (SEND), consolidate knowledge before moving on to new learning.

Pupils behave very well and are respectful. They have highly positive attitudes to their learning. They make tangible contributions to school life. Pupils take up a wide range of responsibilities, including as prefects, eco-warriors and school council representatives. The school offers an exceptional range of clubs and opportunities. Pupils appreciate the wide choice they have. This includes opportunities to play different sports, cook, garden, learn a musical instrument or develop computing skills.

What does the school do well and what does it need to do better?

The school's curriculum is ambitious and broad in scope. It has been carefully designed, with precise consideration of the knowledge that pupils will learn in each subject. This starts in the early years, where important foundational knowledge is secured. This enables children to grasp ideas securely and to develop the knowledge they need in readiness for Year 1, including in early reading and mathematics. Children get off to an excellent start to their education and flourish in this purposeful environment.

The school has prioritised high-quality professional and subject-specific training for staff. Teachers have strong subject knowledge. They use this to design activities that enable pupils to make connections in their learning and to explore new ideas and concepts with

confidence. Staff check pupils' understanding regularly. They use assessment information to identify any gaps in pupils' knowledge. Pupils, including pupils with SEND, achieve highly across the curriculum.

Reading sits right at the heart of the school's curriculum. In Nursery, children start to develop their understanding of the sounds letters make through listening to and joining in with stories and songs. This helps them to learn phonics in their Reception Year. Staff have received effective training and implement the school's programme with precision. Regular checks help to ensure that practice is consistent. Leaders provide support to ensure that any necessary amendments or improvements are made swiftly. Pupils, including pupils with SEND, have regular opportunities to practise reading books that are carefully matched to the sounds they are learning. Assessment information is used well to ensure that any pupil who struggles is given the extra help they need to catch up. The school ensures that reading for understanding and for pleasure is a central aspect of pupils' experience as they move through each year group.

The school has effective systems for identifying the needs of pupils with SEND. Staff work closely with a range of agencies to ensure that pupils receive the right help. Leaders communicate information about individual pupils' needs to all relevant staff. This helps teachers and other staff to make appropriate adaptations to the curriculum when they are needed.

The school has high expectations of pupils' behaviour. Children are well supported and quickly settle into established routines in early years. Pupils have very positive attitudes to their learning and are keen to do well. If they struggle, the school provides support. This includes a range of specialist support, such as art therapy and play therapy.

Pupils attend well. The school swiftly identifies if there is a pattern of concern. Staff work closely with parents and with external agencies to identify effective strategies to improve attendance and punctuality.

The school provides a rich range of wider opportunities for pupils. The curriculum for personal development is well designed and sequenced. For example, pupils learn about the importance of equality and diversity. They enjoy opportunities to learn about different faiths and perspectives. They are enthusiastic about the very broad range of visits and activities that enrich the curriculum. These include visits to a working farm, the London Wetland Centre and the residential trips in Years 5 and 6.

Governors understand their statutory duties well. They maintain a clear strategic oversight of the school. They review a range of information in relation to the performance of the school and hold leaders to account for their work. The overwhelming majority of parents are highly positive in their views on the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in February 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100481
Local authority	Kensington and Chelsea
Inspection number	10327621
Type of school	Primary
School category	Maintained
Age range of pupils	0 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	469
Appropriate authority	The governing body
Chair of governing body	Sarah Sassoon
Headteacher	Laurie Grandy (head of school) Jagdeep Birdi (executive headteacher)
Website	www.colville.rbkc.sch.uk
Dates of previous inspection	12 and 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered alternative provider.
- The school provides day care for children aged from six months. There is nursery provision for two-, three- and four-year-old children.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the head of school, the executive headteacher and other senior leaders. Inspectors met with governors and representatives from the local authority.
- Inspectors carried out deep dives in early reading, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons and

spoke with teachers. The inspectors spoke to pupils about their learning and looked at samples of their work.

- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors gathered the views of pupils, staff, parents and carers through both discussion and their responses to Ofsted's online surveys.

Inspection team

Russell Bennett, lead inspector

His Majesty's Inspector

Phil Garnham

His Majesty's Inspector

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