



Inspection report

# Colegrave Primary School

Unique Reference Number 102752  
LEA Newham

Inspection number 272169  
Inspection dates 23 - 25 November 2004  
Reporting inspector David Rzeznik HMI

Inspection carried out under section 3 of the School Inspections Act 1996 and was deemed section 10 under the same act.

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Type of School	Primary	School address	Henniker Road
School category	Community		London
Age range of pupils	4 - 11		E15 1JY
Gender of pupils	Mixed	Telephone number	020 8534 0243
Number on roll	454	Fax number	020 8519 9485
Appropriate authority	The governing body	Chair of governors	Mr H Cleghorn
Date of previous inspection	November 1998	Headteacher	Miss J. Pullen

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Age group	Published	Reference no.
4 - 11	December 2004	272169

## Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Colegrave Primary School and of the local education authority.

The inspection was carried out by two of Her Majesty's Inspectors and a contracted inspector.

## Description of the school

Colegrave Primary School is a large, multiracial school in Newham, East London. There are 454 pupils on roll aged from four to eleven. The number of pupils claiming free school meals is well above average. The percentage of pupils from minority ethnic heritages, and those for whom English is an additional language (EAL) are very high. Twenty per cent of pupils are refugees or asylum seekers, and there are high levels of pupil mobility. The proportion of pupils with special educational needs (SEN), including those with statements, is well above average. A small number of Traveller children, and pupils with profound and multiple learning difficulties (PMLD), attend the school. Children enter the school with levels of attainment that are lower than those expected for their age. The school has 'Training School' status and is lead provider in the initial training of teachers.

## Key for inspection grades

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

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## **Overall effectiveness of the school**

This is a good school that provides good value for money. It is highly inclusive and committed to equality of opportunity for all. Relationships between pupils and adults from different ethnic heritages are excellent. By the age of eleven results in English, mathematics, and science compare well with those of similar schools. Pupils make good progress overall, although the brighter six and seven year olds could do better with their reading. Pupils with profound and multiple learning difficulties, and those beginning to learn English, make very good progress against the targets set. Teaching is effective. The curriculum meets the needs and interests of pupils well, but better assessment is needed in foundation subjects. Pupils' personal development is excellent. Children are happy, have very positive attitudes to learning and are growing into responsible members of the community. The quality of care is outstanding and individuals feel valued. Leadership and management at all levels are good. Monitoring of provision is good, however, better use could be made of data to track pupils' progress. The headteacher has an accurate view of the school's strengths and weaknesses. Standards have improved under her very effective leadership.

**Grade: 2**

### **Improvement since the last inspection**

Good progress has been made since the last inspection. Pupils' achievement in English, mathematics and science remains good, and the overall quality of teaching has improved. Issues raised by the last inspection team have been successfully addressed. Accommodation has improved, particularly the facilities to cater for pupils with severe learning difficulties.

**Grade: 2**

### **Capacity to improve**

The school is well placed to improve further. There is a constant drive for improvement and a strong sense of direction. Leadership is dedicated to ensuring pupils achieve as well as they can. Actions to raise standards are practical and effective.

**Grade: 2**

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

- Continue to raise standards, particularly those of the more able readers in Years 1 and 2.
- Use assessment data more effectively to evaluate how well different groups of pupils achieve.
- Build on its effective use of assessment to track pupils' progress, and further improve planning in foundation subjects.

## **Achievement and standards**

Children enter the reception class with skills that are below those expected of youngsters of this age. By the end of the reception year children achieve well in all areas of learning, particularly in their acquisition of English, and in their personal, social and emotional development. The good outcomes are a result of effective teaching, thorough assessment, and a broad curriculum that meets children's needs well, and keeps them interested and actively involved in learning.

By the age of eleven, standards are average in mathematics and below average in English and science. Pupils' progress in English and science is good, and in mathematics it is very good, compared with pupils in similar schools. The more able readers in Years 1 and 2 are making satisfactory progress, but are not sufficiently stretched. Pupils with profound and multiple learning difficulties, and at the early stages of learning English, make very good progress in relation to the targets set for them. Traveller pupils make good progress in acquiring basic skills.

### **Grade: 2**

### **Personal development and wellbeing**

Exemplary behaviour, excellent self-control and a real enthusiasm for learning are key reasons why pupils enjoy school and achieve well. Pupils are proud of their backgrounds and beliefs. They treat others who may be different with high levels of respect and compassion. Pupils' relations with their peers, teachers and other adults are excellent and reflect the school's commitment to the development of racial harmony. Pupils feel safe, secure and free from discrimination. Attendance is broadly average and pupils arrive on time.

Pupils take full responsibility for themselves and their actions. They value justice and fair play. An active school council represents pupils' views effectively. Their suggestions have improved provision for outdoor play. Pupils are confident that issues raised will be taken seriously. The school is working well to promote healthy lifestyles through programmes

about sex education and drug misuse. Fruit snacks and healthy lunch options are encouraged, and pupils know about healthy diets. The playground has been effectively developed to promote exercise and improve pupils' fitness levels. Pupils play an active part in the local community. For example, they enjoy making costumes for Newham's carnival, and winning trophies for their work.

As a result of the very good provision for pupils' spiritual, moral, social and cultural development pupils respect others' feelings, beliefs and values and treat vulnerable pupils very sensitively. Respect is shown for people and property.

**Grade: 1**

## Quality of provision

### Teaching and learning

Teaching and learning are good. All of the lessons observed by inspectors were at least satisfactory with many good or better. In the best lessons, teachers' expectations are high and work is challenging and stimulating; it captures pupils' interest and enthusiasm and they achieve well. There are excellent relationships between staff and pupils that result in a very positive ethos in class. Demanding work is pitched at the right level and builds on what pupils have learned before. Pupils are encouraged to discuss things to improve their listening and speaking skills. Effective use is made of teaching assistants to reinforce and support learning so pupils succeed. Marking is good; it helps pupils improve, and information gained is used to plan lessons and set realistic targets. In the less successful lessons, teaching does not sufficiently ensure all pupils' needs are met, and resources are not used as effectively as they could be to support learning.

Systems for assessing pupils' work and performance are good overall. Consistent and effective practices are in place to assess how well pupils are achieving in English, mathematics and science. In the Foundation stage, staff regularly collect and appropriately record information on children's experiences and achievements. The school has very effective procedures to identify and provide for the needs of pupils with severe learning difficulties, and those at the early stages of learning English. Assessment in foundation subjects is at the early stage of development and is not fully effective. Better use could be made of information from learning activities to track pupils' progress over time and further improve planning.

**Grade: 2**

## **Curriculum and other activities**

The curriculum is good overall. All the required subjects are taught. There is a strong emphasis on English, mathematics and personal development. The planned activities in the reception class reflect the children's interests and help them to enjoy their learning. Work for pupils with severe learning difficulties, and at the early stages of learning English, is well matched to their individual needs and abilities.

The school has recently reviewed the way it organises the curriculum, to make learning more interesting. Staff make useful links between subjects so that skills learned in one are applied in others. A wide range of clubs, trips and visits provide opportunities for pupils to further their interests and participate in sports and the arts.

**Grade: 2**

## **Care, guidance and support**

The care, guidance and support provided for pupils are excellent. Pupils know they are safe. The welfare of pupils with severe learning difficulties is first rate; they have excellent support from very well trained teaching assistants. This ensures that these children are fully involved in all aspects of school life. The induction procedures for both the very youngest children, and those who arrive during the year, are very good. This means new arrivals settle quickly, grow in confidence and get off to a good start in English, and personal and social development. Robust Child Protection and staff vetting procedures are in place. There are effective relationships with parents, and good opportunities for them to be involved in their children's education. End of year reports tell parents how well their children are performing and what needs improving. However, they are not always easy to read and understand.

**Grade: 1**

## **Leadership and management**

Leadership and management are good overall. The headteacher has been very effective in creating a school where all pupils have the opportunity to thrive. Leadership is dedicated to removing any barriers that might hinder or slow pupils' learning.

The school has successfully recruited staff and governors that represent the community the school serves. It confirms to the parents and the community at large that the school is inclusive and is serious about tackling discrimination, and providing equality of opportunity for all. Staff share a common purpose; there is real sense of teamwork to achieve the school's aims and goals. As a result, morale is high and teachers and pupils give of their best.

Key leaders effectively monitor the school's work, and this means they have a clear understanding of its strengths and areas for future development. Substantial amounts of information are generated by the school to analyse its performance and set targets. It does not yet make fullest use of this information to evaluate how well different groups of pupils progress over time. Resources are good and well-managed. Links with outside agencies, particularly those associated with SEN and EAL provision, are very good.

The governing body influences the work of the school, ensures it meets its statutory responsibilities, and has clear aims and policies. Its performance management system operates well.

**Grade: 2**

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