

Coteford Infant School

Inspection report

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|--------------------------------|--------------------|
| Unique reference number | 102375 |
| Local authority | Hillingdon |
| Inspection number | 376711 |
| Inspection dates | 19–20 January 2012 |
| Lead inspector | David Scott |

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

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| Type of school | Infant |
| School category | Community |
| Age range of pupils | 3–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 268 |
| Appropriate authority | The governing body |
| Chair | Peter Lansdown |
| Headteacher | Julia Thomas |
| Date of previous school inspection | 8 July 2009 |
| School address | Fore Street Eastcote Pinner HA5 2HX |
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Introduction

Inspection team

David Scott

Additional inspector

Kanwaljit Singh

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Ann Sydney

Additional inspector

This inspection was carried out with two days' notice. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed teaching and learning in 16 part-lessons, amounting to eight hours in total, seeing all nine teachers. For a quarter of the lessons, inspectors were accompanied by the headteacher. Meetings were held with the headteacher, a member of the governing body, staff and pupils. The inspectors observed the school's work, and looked at self-evaluation documentation, monitoring and assessment information, lesson plans and policies. They also analysed questionnaires from 75 parents and carers and 28 staff. The school's safeguarding procedures were also evaluated.

Information about the school

Coteford Infant School is similar in size to most infant schools. The largest group of pupils are of White British heritage. The proportion of pupils who are from minority ethnic heritages is above average, as is that of the pupils who speak English as an additional language and are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those who have special educational needs is above average. The school has a specially resourced provision for pupils with physical disabilities. This is in the form of a unit which provides bespoke support for up to 12 pupils who are fully integrated into mainstream classes.

The school has a Children's Centre on site which opened in November 2011. A privately run nursery operates from the school site and is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

| | |
|---------------------------------------|----------|
| Overall effectiveness | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 2 |

Key findings

- Coteford Infant School is providing a good standard of education. It is improving steadily under the good leadership and management of the headteacher. Pupils' progress and achievement are accelerating in reading and writing, because of good teaching.
- Reflecting the views of many parents and carers, one said, 'I am so happy with Coteford Infant School. It was the best decision we have ever made sending our three children here.'
- Children in the Early Years Foundation Stage get off to a good start in their early reading and communication skills. By the end of Year 2, pupils achieve well in their learning because the school has very high expectations of them. Pupils within the specially resourced unit also make good progress as a result of well-targeted one-to-one guidance.
- Typically, teaching is good and sometimes better, and regularly enthuses pupils with a love of learning and an appreciation of how it relates to their present and future lives. Nevertheless, in some lessons, teachers do not always ask sufficiently probing questions or make pupils aware of their targets in order to 'signpost' next steps.
- Pupils' behaviour in lessons and around the school is consistently outstanding. They work and play together amicably and have positive relationships with staff. Friendship across gender and minority ethnic groups is strong. Pupils feel extremely safe and secure, attend well and they are keen to learn.
- Pupils' awareness of spiritual, moral, social and cultural issues and respect for diversity are promoted particularly well through attractive classroom displays and themed events such as the 'Arts Week'.
- The headteacher and the senior team work well together to guide and support staff, and are determined to raise achievement for all pupils. This has created confidence and a real sense of purpose among pupils, staff, and parents and carers. Nevertheless, classroom activities for Reception children are not fully extended to the outdoor area.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Strengthen teaching to improve pupils' progress in lessons and raise attainment in all subjects by:
 - asking more searching questions in lessons which are effective in giving pupils opportunities to develop and explain their ideas fully
 - reviewing targets more systematically with pupils so that they clearly understand what to do to improve their work.
- Sharpen the curriculum provision for the six areas of learning for Reception children by:
 - improving the outdoor area to allow for more practical creative activities.

Main report

Achievement of pupils

Children usually start school with skills that are well below those expected for their age, particularly in the areas of speaking and listening. As a result of good teaching, pupils make good progress, especially in developing their communication and reading skills. This was observed when children in the Early Years Foundation Stage acted out the 'Bear Hunt' story using words from memory. The children thoroughly enjoyed practising their sounds and letters, and used their skills to read and spell words. The teacher's skilful questioning helped children to extend and deepen their understanding and, as a result, they made good progress.

The quality of learning and progress in lessons is good. Pupils enjoy good relationships with staff and respond enthusiastically to tasks. They demonstrate extremely positive attitudes to learning and behave impeccably. For example, in a Year 1 numeracy lesson, pupils thoroughly enjoyed finding the missing number using number lines. The activities were closely matched to pupils' previous learning and, as a result, they made good progress in subtraction and counting backwards. Their enthusiasm and excitement in their learning were impressive.

Attainment is broadly average by the end of Year 2. National test results suggested girls were doing better than boys in reading and writing. Inspection evidence confirmed that this gap has been closed for the current cohort. Boys have been helped to improve their writing skills by being taught in smaller groups. Disabled pupils and those who have special educational needs do as well as their peers, because staff make suitable adjustments to materials and activities so that they match pupils' needs. High levels of staffing, together with very effective one-to-one support received from teaching assistants, enable pupils of varying abilities to make good progress. Those pupils who are new to learning English make good progress as a result of staff providing practical activities using pictures and books to help to give clues for word recognition in role-play activities.

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By the end of Year 2, pupils make good progress in their reading and reach broadly average levels. This progress is accelerating in the younger children's classes as a result of an effective, systematic new scheme. Pupils within the specially resourced unit are supported effectively in mainstream lessons so that they experience useful strategies to overcome their difficulties in literacy. As a result, their gains in literacy enable them to access more readily the mainstream curriculum. The responses from parents and carers to the inspection questionnaire confirm this; as one parent commented, 'We are delighted with the progress that our daughter has made in reading and writing. We found the teachers' demonstrations very useful.'

Quality of teaching

Classrooms are delightful, with imaginative activities and attractive displays to capture and respond to pupils' interests and enthusiasm. For example, the conservation area with its pond and attractive seating area provides an oasis for quiet reflection and the study of various ecosystems. The themed curriculum linking subjects ensures a range of activities that encourage pupils' interest. As a result of these and rigorous monitoring and support, teaching is typically good, and sometimes outstanding.

Teaching is characterised by thorough planning, secure subject knowledge, high expectations, rigorous tracking and good use of assessment to support learning. For example, in Reception, support staff are perceptive and note down significant moments of each child's progress, including those helped by parents and carers, in order to inform 'next steps'. Similarly, in a lesson in the Nursery, children's eyes lit up when they picked up objects using magnets. The teaching assistant asked children to predict if the magnet would pick up conkers before experimenting. High levels of individual support enabled children of varying abilities to make good progress.

Teachers' good role modelling promotes respectful relationships and develops good levels of pupils' spiritual, moral, social and cultural awareness. The majority of responses from parents and carers to the inspection questionnaire reflect this. Teachers' explanations are accurate and clear, though occasionally can be overlong. Pupils who find learning difficult or who have particular learning barriers are supported very well because staff focus sharply on their needs. This was observed in small group Year 2 literacy lesson where pupils confidently matched sounds to letters using the words 'air' and 'are'. Then they used these words in writing their speech bubbles. Nevertheless, teachers do not always ask probing enough questions that regularly challenge pupils in relation to their individual targets.

Parents and carers expressed views in the Ofsted questionnaire that teaching was good and had improved. Inspection findings confirm this to be the case.

Behaviour and safety of pupils

Pupils thoroughly enjoy coming to school, which they describe as happy and friendly.

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They feel extremely safe and secure because of the outstanding provision for their care. Parents are appreciative of the school's warm and caring ethos. Typically, pupils' behaviour is outstanding and fosters positive attitudes to learning, reflecting the good levels of respect which they show towards adults and each other. This, together with their above-average levels of attendance and improving basic skills in English, mathematics, and information and communication technology, shows that they are prepared well for the next stage of their education. The school enjoys good links with their partner junior school.

Pupils develop a good understanding of how to lead safe and healthy lives. For instance, they have a keen awareness of the importance of e-safety when using the internet and have participated in safety awareness workshops run by representatives from all the emergency services. Pupils have a good appreciation of what constitutes a healthy lifestyle, and participate in sporting activities and eat the fresh fruit available in the classrooms. Pupils say that there is no bullying of any type in the school. They feel safe and can always talk to an adult if they have a problem. Parents and carers also reported that they, too, are confident that the school's systems are sufficiently robust to deal with any incidences of bullying, should they ever occur.

Leadership and management

The vision and clarity of purpose of the headteacher has created a welcoming and harmonious ethos which permeates throughout the school. As a result of a high degree of care and trust from senior managers, staff teamwork is a strength. There is clear ambition to make sure that all lessons are good or better and that pupils achieve well. As a result of this and a well-considered training programme for staff, teaching is improving, and progress and learning are accelerating. Any weaknesses in teaching have been tackled and support given and, although there is still some inconsistency in the quality of teaching, there is much less than previously.

The effective curriculum meets the needs and interests of all pupils well. Pupils' improving basic skills and the use of technology are complemented by a range of opportunities to develop their artistic skills and creativity. The curriculum is enriched by concerts, guest speakers, themed events, and clubs ranging from the 'Stitch-a-Ted' to 'Boogaloo dance'. These, together with the breakfast club, visits and interesting visitors to school, provide good opportunities for pupils to broaden their social skills. Solid partnerships with local schools and outside agencies contribute effectively to the pupils' good achievement. Nevertheless, the outdoor activities for Reception children are not sufficiently stimulating to extend to all six areas of learning.

Pupils' spiritual, moral, social and cultural development is promoted well by high expectations of all staff who present very positive role models for the pupils. This enables pupils whose circumstances could make them vulnerable to overcome their difficulties and make significant changes in their attitudes and in their lives at home. As one parent commented, 'Our daughter has special needs but her progress in

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literacy and numeracy has exceeded our expectations. Her confidence has increased tremendously.'

The school ensures that every child has an equal chance to learn and rigorously tackles any discrimination. Actions taken by leaders ensure that different groups make the progress of which they are capable so that equality of opportunity and inclusion are real. Members of the governing body are supportive of the school and fulfil their statutory duties well. They are increasingly confident at challenging and holding the school to account, especially with regard to pupils' academic performance.

The school has good procedures for safeguarding and risk assessment. These meet government guidelines and include high-quality checks on adults and a carefully planned approach to managing the safety of pupils. Provision for pupils to prepare for life in the United Kingdom and a global society are good because leaders have an effective understanding of their own community and the different faiths, ethnicities and cultures within it. The school's international links are expanding and promote good awareness of global issues, for example by forming a partnership with a primary school in New Zealand and by linking up with schools overseas by participating in 'Mathletics'.

Since the previous inspection, the school has improved standards in reading and writing, raised attendance, and strengthened the leadership of curriculum teams. These successful actions demonstrate strong capacity to make further improvements.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 January 2012

Dear Pupils

Inspection of Coteford Infant School, Pinner HA5 2HX

Thank you for welcoming us so warmly to your school and taking the time to talk to the inspectors. We really enjoyed meeting you and seeing you at work and play. We were particularly impressed with your singing in assembly.

You go to a good school where your headteacher and teachers make it a very special and welcoming place. You and your parents and carers told us that you like school and that it is a very caring and happy place where you feel really safe. You are respectful, polite and considerate towards each other. Your headteacher and teachers are determined to help you succeed, as are your parents and carers. Staff and governors know what they want to improve. So I have asked them to:

- make your lessons, particularly in literacy and numeracy, even more interesting by planning work that will challenge you by asking more searching questions
- checking that you know your targets and how to improve your work
- develop the outside learning space for Reception children to include more practical activities.

You can all play your part in improving the school even further by asking for help when you are having difficulties with your learning. It was very good to meet you all. May I wish you every success for the future.

Yours sincerely

David Scott
Lead inspector

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