

# Coston Primary School

Oldfield Lane South, Greenford, Middlesex, UB6 9JU

## Inspection dates

3–4 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement in Key Stage 1 and the Early Years Foundation Stage requires improvement. Over recent years attainment at the end of Key Stage 1 has been below average.
- The quality of teaching in the Early Years Foundation Stage and Key Stage 1 is not yet focused well enough on children's and pupils' needs and does not effectively take account of what they already know. As a result, pupils do not make good enough progress across these key stages.
- Marking does not always show pupils how to improve their work and they do not have sufficient opportunities to respond to teachers' comments, particularly in mathematics.
- Opportunities to promote literacy across different subjects and to make learning active are sometimes missed.
- Middle leaders' action plans are not rigorous enough to improve the quality of teaching and achievement in the Early Years Foundation Stage and Key Stage 1. Assessment across the Early Years Foundation Stage is unreliable.

### The school has the following strengths

- Achievement in Key Stage 2 is strong. Pupils leave the school with attainment that is above average.
- Support for disabled pupils and those with special educational needs is good, enabling them to progress well.
- Pupils feel safe, behave well at the school and attend regularly. It is a cohesive community where pupils from a diverse range of cultures and faiths integrate well together.
- Senior leaders and the governing body set challenging targets at Key Stage 2 which ensured that attainment in mathematics rose to well above average in 2011.
- A detailed tracking system is helping them to check more closely the attainment and progress of individuals and groups. As a result, pupils who speak English as an additional language, those with special educational needs and those eligible for the pupil premium made especially good progress in Key Stage 2 last year.

## Information about this inspection

- The inspection took place over two days. It included observations of 29 lessons or part lessons across a range of subjects and years, in the main school and in the specialist resource base for pupils with statements of special educational needs.
- Meetings were held with senior and middle leaders, representatives of the governing body, the local authority representative and pupils. Informal discussions were also held with parents and carers.
- Pupils were observed in class and around the school, and all teachers present during the two days were observed teaching. Some of the lesson observations were conducted jointly with senior leaders.
- Inspectors looked at pupils' work in lessons and with the senior leaders. They heard pupils reading, and considered a wide range of school documentation, including the school website, current progress data, the school improvement plans, its self-evaluation and local authority and safeguarding information.
- There were 18 responses from Parent View and 29 staff questionnaires which were also analysed.

## Inspection team

Najoud Ensaff, Lead inspector

Additional inspector

Desmond Dunne

Additional inspector

Julie Quarrell

Additional inspector

## Full report

### Information about this school

- This is a larger-than-average two-form entry primary school.
- It has a well above-average proportion of minority ethnic pupils and pupils who speak English as an additional language, although only a small proportion are at an early stage of learning English.
- The proportion of pupils known to be eligible for the pupil premium is higher than the national average.
- The proportion of pupils who are supported through school action and those supported at school action plus or with a statement of special educational needs is above average.
- There is specially resourced provision for pupils with special educational needs. This offers eight places for pupils with cognitive and behavioural difficulties.
- There have been a few staffing changes since the last inspection.
- The school currently meets government floor standards, which set the minimum expectation for pupils' attainment and progress.

### What does the school need to do to improve further?

- Improve teaching and raise achievement in the Early Years Foundation Stage and Key Stage 1 by ensuring that teachers:
  - assess children's skills quickly and accurately on entry to the school
  - use assessment information when planning and carrying out lessons so that these build on pupils' prior learning and are tailored to their individual needs and abilities
  - have consistently high expectations of pupils in their class
  - consistently include clear guidance for pupils about how to improve, when marking both literacy and numeracy work, and offer them more opportunities to respond to comments that are made
  - provide more opportunities for pupils to practise their literacy skills across the curriculum and to work collaboratively so that learning is more purposeful, fun and active.
- Strengthen leadership and management at the school by ensuring that:
  - work is moderated in the Early Years Foundation Stage and Key Stage 1 so that assessment information in these key stages is reliable and accurate
  - middle leaders have a more precise understanding of their role, and their areas are monitored more effectively
  - action plans are carried out and evaluated regularly.

## Inspection judgements

### The achievement of pupils

### requires improvement

- There is a wide range of skills and abilities among the children when they enter the school. Some Nursery-aged children demonstrate skills in line with or higher than expected, but many enter the school with skills below those expected.
- Most pupils make no better than expected progress across the Early Years Foundation Stage and Key Stage 1. Their attainment at the end of Key Stage 1 is below average and this has been the case for several years.
- Pupils who speak English as an additional language, and disabled pupils and those with special educational needs only make expected progress in Key Stage 1 because teachers do not consistently plan well for their abilities and needs.
- At Key Stage 2 pupils make consistently good progress. This is because teachers take full account of their prior learning and needs. They plan and carry out lessons that effectively build on their skills and support them with well-timed interventions.
- When they leave at the end of Year 6, pupils' attainment in English and mathematics is above average. There was a dip in Key Stage 2 mathematics in 2010, which was successfully addressed by the school. The pupils made outstanding progress in 2011 with well above average attainment in mathematics, and this has been sustained.
- Pupils in the Additional Resource Provision make particularly good progress so that when they leave at the end of Key Stage 1 they are well prepared for their next stage of education either in a mainstream school or special school. Pupils known to be eligible for the pupil premium also make good progress across Key Stage 2, so that gaps between them and their peers are closing.

### The quality of teaching

### requires improvement

- Teaching is not consistently good enough to promote good progress for pupils across the school. Teaching, especially in the Early Years Foundation Stage, is not always purposeful, so that activities sometimes lack focus and direction.
- In some Key Stage 1 classes, pupils' prior learning is not sufficiently well considered so that work provided by teachers does not always meet the needs and abilities of all pupils. Expectations, both here and in the Early Years Foundation Stage, are not sufficiently high. As a result pupils make no better than expected progress across Key Stage 1.
- Teachers of the younger children and pupils do not typically carry out lessons that match their needs and abilities well, even when their prior learning needs are identified on lesson plans. As a result, they are not always offered support or guidance to promote the development of their skills. While there is some good marking in the school, teachers do not consistently provide pupils with guidance about how to improve, particularly in Key Stage 1 and in mathematics.
- The quality of teaching in Key Stage 2 is better than in the rest of the school because teachers use assessment information more carefully and consistently to plan and carry out lessons that cater for the diverse range of abilities and needs in their classes.
- Typically, teachers in Key Stage 2 build on pupils' prior learning so that they are well supported and make good progress. For example, in a Year 4 history lesson about gladiators, the class teacher tailored the lesson to pupils' individual learning needs, provided good opportunities for pupils to practise their literacy skills and offered effective and continual high quality feedback to pupils during the lesson. Selected pupils read out their descriptions and the teacher used these well to challenge and encourage other pupils to aim high.
- In a Year 6 science lesson, pupils were excited and highly motivated to learn as a result of a well-paced lesson that was fun and active. Here the teacher's expectations were high, effective questioning was used to gauge and develop pupils' understanding and work was well matched to

pupils' abilities and needs. As a result of this and the teacher's good use of next steps in his marking, pupils were particularly well guided in their learning and made at least good or better progress.

- Teachers promote pupils' spiritual, moral and cultural development well, particularly in exciting and active lessons, such as in another Year 5 science lesson where a sense of awe and wonder was experienced when pupils were researching about the moon, and in a religious studies lesson, where pupils learnt about Baptism.
- There are also opportunities for pupils to develop creative skills through additional activities such as African drum playing. On occasions, teachers miss opportunities to draw links between different faiths, which makes the good learning less meaningful for some pupils.
- Teaching in the Additional Resource Provision and during literacy and numeracy intervention sessions is effective and leads to particularly good progress for disabled pupils and those with special educational needs. Additional adults in lessons also support pupils well, particularly in Key Stage 2 classes, so that they make good and sometimes better progress.

### **The behaviour and safety of pupils** are good

- Almost all pupils behave well so that there is very little disruption to their learning. Pupils say that any reported instances of bullying are handled well by the school and this is confirmed by behaviour logs. Pupils say that they feel safe at school and enjoy attending. Evidence from the school's documentation indicates that behaviour is typically good over time.
- Almost all parents and carers agree that behaviour is good in school and that bullying is effectively dealt with. The very few concerns raised by parents and carers during the inspection were investigated and satisfactory answers were found.
- Pupils have a good understanding of how to keep safe and know about different forms of bullying such as verbal and cyber bullying; they report that they get on well together. Pupils are effectively encouraged to participate in acts of charity. A harvest assembly took place on the first day of the inspection, for example.
- Attendance is above average for most pupils; the school is focused on improving attendance for the few pupils who attend less regularly than others.
- Almost all parents and carers believe that their children are very well looked after and inspectors found the site to be safe and secure.

### **The leadership and management** requires improvement

- While senior leaders and the governing body are ambitious for the school, they have concentrated too much of their efforts on Key Stage 2. Although this has led to good and sometimes better achievement in this key stage, actions taken to improve teaching in the lower school have not been effective. As a result, achievement in the Early Years Foundation Stage and Key Stage 1 requires improvement.
- Although middle leaders monitor teaching and planning in their areas, they do not have a precise enough understanding of how to improve achievement in Key Stage 1 and the Early Years Foundation Stage.
- Leaders and managers have identified appropriate strengths and areas for development but their action plans have not been consistently applied or reviewed and progress towards targets has not been well evaluated, particularly in the Early Years Foundation Stage and in literacy.
- The headteacher and deputy headteacher have accessed help from the local authority and external agencies in order to improve, among other things, language and communication for pupils, and 'green for great; pink for think' marking at the school. This has had a positive impact

on achievement for pupils in Key Stage 2, particularly those pupils who speak English as an additional language.

- Senior leaders monitor teaching and planning on a regular basis and they hold formal progress review meetings, linked to performance management, with teachers. This has led to improvements in the quality of teaching of individual teachers and to better achievement for pupils in Key Stage 2, particularly in mathematics over the last two years.
  - Leaders have introduced a detailed tracking system which allows them to monitor the progress made by individual pupils and groups of pupils very closely and intervene when any are at risk of falling behind. This is beginning to bear fruit, as last year pupils known to be eligible for support from the pupil premium made good progress across Key Stage 2, as did disabled pupils and those with special educational needs.
  - The school has supported 88 pupils known to be eligible for the pupil premium in a number of ways. For example, a total of £52,800 has been used to pay for counselling and one-to-one tuition; reading recovery staff; additional support for pupils who speak English as an additional language and pupils with special educational needs; resources linked to numeracy and literacy and has helped to fund places on enrichment activities for specific pupils.
  - The school's curriculum is well organised and balanced. It promotes pupils' spiritual and moral development well through school and extra-curricular activities and through assemblies which provide guidance on social and moral values and celebrate a broad range of traditions and festivals from a range of faiths. Pupils have good opportunities to participate in a variety of clubs and appropriate educational visits.
  - Equality of opportunity is very well promoted in Key Stage 2 where different groups of pupils consistently perform well. The school is continuing to seek to close the gaps in performance of different groups of pupils. It improved the performance of pupils known to be eligible for free school meals last year, for example, but has identified that there is still work to be done in further improving boys' and Black Caribbean pupils' performance in English.
  - Safeguarding is secure and discrimination is not tolerated. Almost all parents, carers and staff report that their experiences with the school have been very positive.
  - The local authority has, in recent years, provided light touch support to the school with guidance that has, among other things, accurately identified key areas for development, particularly in the Early Years Foundation Stage, and provided guidance on how to promote language and communication at the school.
- **The governance of the school:**
- works effectively in partnership with the school and offers appropriate challenge, particularly in relation to the school's work in Key Stage 2, the provision of special educational needs and the education of pupils who speak English as an additional language
  - ensures that pupil premium funding is used effectively to make a difference to these pupils.
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## 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

<b>Unique reference number</b>	101879
<b>Local authority</b>	Ealing
<b>Inspection number</b>	402865

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

<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 of pupils on the school roll</b>	473
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Prebendary Neil Richardson
<b>Headteacher</b>	Dr John Loftus
<b>Date of previous school inspection</b>	29–30 November 2007
<b>Telephone number</b>	020 85781515
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