

Coston Primary School

Oldfield Lane South, Greenford, UB6 9JU

Inspection dates 12–13 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The inspirational, totally dedicated leadership of the headteacher has forged a very close team of staff who are always seeking to improve aspects of their work and pupils' achievements. They have successfully improved achievement and teaching since the last inspection.
- Children get a good start to their education in the early years classes where they develop skills well. Effective use is made of both the inside and outdoor learning areas to enthuse and excite children about their learning.
- Pupils make good progress in reading, writing and mathematics as they move through the school. Many pupils start in school with skills weaker than are typical for their age, but they reach broadly average standards in reading and writing and above average standards in mathematics by the end of Key Stage 2.
- Teachers' questioning to deepen pupils' thinking is good. They plan interesting activities to motivate pupils. Teaching assistants provide good support for pupils' learning.
- Pupils across the school have positive attitudes to learning. Their behaviour in and around school is consistently good.
- Pupils have a good understanding of how to keep themselves and their friends safe. They become confident and mature young learners who have a strong understanding of their responsibilities within the school. The school is a safe place to learn, so pupils feel very secure.
- The school's plan for further development is well thought out and based on an accurate evaluation of the school's strengths and areas that are less strong. It is used well to improve outcomes for pupils.
- School leaders have put key priorities in place. For example, they are much more effective in organising the extra help given to individuals and groups, such as disadvantaged pupils, disabled pupils and those who have special educational needs.
- The governing body is a major strength. Governors challenge school leaders and hold them to account to promote the school's good performance even further.

It is not yet an outstanding school because:

- Teachers' planning and tasks in lessons do not always ensure sufficient challenge for pupils, especially the most able pupils.
- Marking does not clearly identify what pupils need to do to improve their work and teachers do not ensure that pupils respond in enough detail to comments made about their work.

Information about this inspection

- Inspectors observed learning across the whole school. In addition, inspectors observed an assembly.
- Inspectors scrutinised a range of pupils’ work in all year groups and talked to and observed pupils during break and lunchtimes.
- The inspection team heard pupils read in Years 1 and 2.
- Meetings were held with key staff, pupils, four members of the governing body and a representative from the local authority.
- Inspectors scrutinised a range of documentation including: the school’s self-evaluation; information regarding pupils’ progress; minutes of governing body meetings; records of the school’s checks on the quality of teaching; and information in relation to attendance, behaviour and safeguarding.
- Inspectors took account of the 41 responses to the online questionnaire, Parent View. Also inspectors spoke to some parents and carers at the end of the school day.
- Inspectors considered the 46 responses to the staff questionnaires.

Inspection team

Richard Blackmore, Lead inspector	Additional Inspector
Claire Majumdar	Additional Inspector
Anthony Byrne	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups and those pupils who have English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is broadly average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The Nursery class provides part-time early years education and the two Reception classes provide full-time early years education.
- The interim headteacher and two deputy headteachers started at the school in September 2014.
- All governors began their role after the last inspection.

What does the school need to do to improve further?

- Improve teaching and the rate of pupils' progress by:
 - ensuring that activities consistently challenge pupils of different abilities, especially the most able
 - checking that teachers apply the school's marking system in a consistent manner, so pupils are clear about what they have to do to improve their work and respond to comments made by teachers.

Inspection judgements

The leadership and management are good

- The headteacher's drive and commitment to providing the best possible opportunities and high expectations for all pupils are evident throughout the school. This has developed good standards of behaviour and a culture in which good teaching can flourish.
 - At the time of the previous inspection, there were weaknesses which limited the progress children were making. Leaders have recently successfully addressed these weaknesses so that the provision is now good, enabling children to make good progress and reach above average levels of attainment overall.
 - Senior leaders, staff and governors work with determination and skill to constantly improve the school. The headteacher's highest priorities are always to keep pupils safe, improve the quality of teaching and to raise pupils' achievement. Leaders at all levels have played an important role in leading and improving the teaching throughout the school.
 - Middle leaders regularly visit classrooms and check pupils' books and assessment information in the core subjects for which they are responsible. As a result, they have a very accurate understanding of the impact of teaching on learning in their own subjects and across the school and support improvements in teaching effectively.
 - Those leaders responsible for subjects other than English and mathematics are effective and have a good knowledge of the strengths and priorities within their subjects and year groups. These leaders make important contributions to improvements in the quality of teaching and achievement across the school.
 - Equality of opportunity is at the heart of everything the school does. Should any form of discrimination arise, the school has clear policies and procedures to take effective action and eliminate it.
 - The school uses additional pupil premium funding well. Pupils benefit from extra support in class, small groups and one-to-one tuition to ensure that they keep pace with, and sometimes achieve higher than, others in the school and nationally.
 - The exciting curriculum builds pupils' basic skills well. It is enriched by a wide range of visits, visitors and practical activities which bring learning to life. Pupils enjoy themed projects and are enabled to develop their academic, creative and practical skills systematically and effectively.
 - Pupils' spiritual, moral, social and cultural development is promoted successfully. There are many opportunities that are taken each day to teach pupils how to value and respect one another and this is reflected in their excellent behaviour. Pupils are prepared very well for life in modern Britain. For example, pupils who are school council members appreciate that they have been elected by their classmates, not just chosen by teachers.
 - The primary schools sport funding is used well. It has significantly improved teachers' skills in teaching the different types of sports. This has helped pupils to become much more confident in taking part in competitive sport.
 - The local authority has provided good support to the school, which it rightly identifies as good. Advisers have worked with the headteacher to check the quality of teaching and learning. This helps to ensure that the school has the capacity to share and maintain its effective provision.
 - Safeguarding arrangements in school are rigorous and effective. Policies and procedures are used consistently well. Leaders ensure that the school's arrangements for safeguarding meet statutory requirements and that all staff are well trained on safeguarding issues.
- **The governance of the school:**
- The governing body is very effective and has an excellent understanding of the school's strengths but nevertheless wants to be even better. Accurate use of school data, regular visits to the school and frequent discussion with leaders equip the members with a detailed knowledge of the quality of teaching and the ability to ask searching and challenging questions to make sure that the school is continuing to improve. Governors support and challenge the school well and are a key factor in its improvement. They use their visits and other information they are given, including pupil performance data, to confirm alongside other evidence the quality of education being provided. They are fully aware of the performance of staff and the appraisal arrangements and make sure pay rises for staff are deserved. Governors ensure that funding is used well and has a direct impact on pupils. This can be seen in the improvements to outcomes for early years children since the previous inspection. Governors closely monitor the spending of the pupil premium grant and sports funding.

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

- The behaviour of pupils is good. Pupils are proud of their behaviour and told inspectors that the good behaviour observed during the inspection was typical of everyday life in the school. A very large majority of parents and carers who responded to Parent View and all staff who completed the questionnaire agree that behaviour in the school is usually good.
- Pupils are very often polite with each other and staff. This ensures everyone enjoys being part of this harmonious community. Pupils greet each other with smiles. They say 'please' and 'thank you' without being reminded and welcome visitors to their school with courtesy. The clean, litter-free and tidy appearance of the environment shows that pupils respect their school.
- Pupils have very good relationships with adults and with one another. They listen carefully to staff and follow instructions and they are exceptionally courteous and polite to visitors. They respect the views of others and their positive behaviour and attitudes to learning are having a very positive impact on their spiritual, moral, social and cultural development.
- Attendance has improved since the previous inspection. It is now broadly average because leaders do much to encourage regular attendance and being on time.
- Many of the parents and carers spoken to emphasised how pleased they are with the improvements they have seen and the strong working relationships between the parents and carers, pupils and staff. Some commented with warmth and appreciation about how the school looks after their children, including disabled pupils and those who have special educational needs.

Safety

- The school's work to keep pupils safe and secure is good. Rigorous safety systems are in place, and pupils told inspectors that they feel extremely safe. Parents and carers agree that the school is a safe, happy place to be.
- Pupils show high levels of understanding of how to keep themselves safe, including when using the internet. Pupils and staff receive training in cyber bullying and e-safety including when using social media. Best practice and advice for parents and carers are shared on the school's website.
- The carefully planned curriculum includes teaching by visiting experts and trips linked to topics the pupils study. Consequently, pupils are aware of different types of prejudiced-based bullying and know what to do if anything unkind should be said or happen to them.
- Leaders work very closely with parents and carers to ensure they feel well informed about what is happening in school. The school liaises closely with parents, carers and other professionals to support families in difficulties. This, in turn, helps ensure that pupils attend well and are punctual to school. As a result, attendance is above average.

The quality of teaching is good

- Teachers usually have high expectations of what pupils can achieve. Their deep subject knowledge enables them to identify what each pupil needs to do to move on to the next step in their learning.
- Teachers use questions skilfully, for example to provoke pupils' thinking and encourage well-reasoned discussion illustrating pupils' thought processes. Teachers are adept at giving pupils the time to think through their answer and be successful. They also check pupils' understanding and adapt their teaching as and when appropriate.
- Teachers plan an exciting range of themes and topics and discuss what is expected of pupils in the different year groups. Together with classroom assistants, they exchange observations and accurate assessments of the pupils' achievements and record these systematically. However, planning does not always ensure that pupils' learning needs are closely and consistently met because it does not always clearly identify suitably challenging tasks for particular pupils such as the most able.
- The teaching of reading is effective as pupils have a wide variety of opportunities to read and use many different types of books, including fiction and non-fiction texts. Pupils say they like reading at home as well as at school and younger pupils demonstrate a good understanding of phonics (the sounds that letters make) from an early age.
- Mathematics is taught well. Basic number skills are taught effectively and all pupils in all age groups are given many opportunities to use them in problem-solving activities in different contexts. This deepens

their understanding of how to apply their mathematical knowledge. Teaching assistants are deployed well across the school and make a valuable contribution to pupils' learning in mathematics.

- Teachers make sure that pupils have opportunities to write across different subjects. Teachers use relevant and engaging subjects to stimulate pupils' ideas for writing. School leaders have supported teachers to set relevant and stimulating scenarios for pupils to write about. For example, pupils thoroughly enjoyed writing biographies of Usain Bolt after identifying features from a well-chosen video on his early life. Pupils have developed good stamina and competently write for long periods of time.
- The quality of activities sometime varies throughout the school. They are most effective when they make pupils think deeply. There are occasions when some tasks used do not provide enough challenge, particularly for the most able pupils, slowing progress.
- The school has developed an effective system for marking pupils' work. Their books show that this system is frequently applied. However, marking does not always identify what pupils need to do to improve their work. When marking is completed, comments are not always frequently revisited by pupils to ensure misunderstandings are addressed. Consequently, it takes more time for pupils to understand why they have made mistakes.

The achievement of pupils

is good

- Most children enter the early years with skills and knowledge at levels below those typical for their age. By the end of Year 2, they achieve standards that are broadly average in reading, writing and mathematics. This represents good progress and an improvement on previous years when attainment has been below average.
- In Key Stage 2, pupils continue to build on the progress they have made in Key Stage 1 in reading, writing and mathematics. Pupils make good progress, especially in mathematics, because teaching is effective and maintains pupils' interest in a wide range of subjects. Current Year 6 pupils are consistently working at an above average level of attainment.
- In the Year 1 national screening check on phonics, pupils achieved below average results. Pupils who did not reach the required standard have received additional teaching to help almost all of them catch up by the end of Year 2. This is also true for pupils eligible for the pupil premium, who have received intensive and frequent support. Pupils read widely and enthusiastically. They recall the names of favourite authors, enjoy reading both at home and at school and like using the school library.
- Pupils' progress in mathematics is strong. The school builds pupils' basic skills well, and they quickly become adept at adding, subtracting and understanding simple multiplication facts. They make quick progress in applying their understanding of number facts to carry out calculations.
- All groups of pupils, including those who speak English as an additional language, those who are potentially vulnerable and those who are disabled or have special educational needs, make good progress. This is because the school is committed to equality of opportunity. Pupils' progress is checked regularly and carefully. Where there is any chance of pupils slipping behind, they are offered effective support from the class teacher and the skilled teaching assistants.
- The most able pupils usually achieve well throughout the school. The proportion of pupils attaining the higher levels in reading, writing and mathematics by the end of Key Stage 2 is growing because a greater proportion is on track to achieve these high levels in the current Year 6 than in the previous year. Despite this, there are times when their progress slows in lessons because activities are not sufficiently challenging.
- Disadvantaged pupils do especially well as they move through the school. In 2014, by the end of Key Stage 2, disadvantaged pupils were less than a term behind other pupils in the school in mathematics and nearly two terms ahead in reading and a little ahead in writing. In relation to all pupils nationally, they were a term ahead in mathematics and reading and about a term behind in writing. Disadvantaged pupils currently in the school are doing even better in relation to their classmates. As a result of high-quality support, they are making more progress than other pupils and, consequently, are working at or above the level of their peers in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs achieve well. Quick identification of their learning requirements by the diligent leader of this area, support from outside professionals, and activities closely matched to their needs ensure that they make swift progress.

The early years provision

is good

- The Nursery and Reception classes are safe, vibrant places for children to start their school life. Exciting opportunities to develop their skills, both inside and outdoors, capture their imagination and they soon learn to concentrate for extended periods on tasks and activities. For example, the chicks that were hatching during the inspection provoked much interest and excitement and encouraged children to be curious and ask lots of questions.
- Children achieve well because all staff know the levels at which the children are working. This enables tasks to be planned that challenge them and as a result, a majority of pupils reach a good level of development and are prepared well for Year 1.
- Teaching is good. Staff have strong working relationships with the children and offer them lots of praise for their efforts. Staff show deep subject knowledge of teaching children about letters and the sounds they make. Teaching assistants make a valuable contribution to teaching by often working separately to ensure that activities are well matched to children's ages and abilities.
- Children behave well and have very positive attitudes to learning. They listen well and show good developing skills in early writing and number. Children have developed good relationships with each other and the adults supporting them.
- Leadership and management of the early years provision are effective and have made significant improvements since the last inspection. Leaders and managers have established very good partnerships with parents and carers. For example, children who are at the early stages of learning English are given additional, highly effective support that helps them to develop their fluency and understanding quickly. Exceptionally well-organised language workshops are provided for parents and carers.

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	101879
Local authority	Ealing
Inspection number	462132

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	460
Appropriate authority	The governing body
Chair	Philip Young
Headteacher	Beverley Joseph
Date of previous school inspection	3 October 2012
Telephone number	020 8578 1515
Fax number	020 8813 1103
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