

Coteford Junior School

Fore Street, Eastcote, Pinner, HA5 2JQ

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and her senior leaders are determined in their drive to improve the school further.
- The school uses effective information to consider its strengths and areas for development.
- There is a clear vision to raise achievement by ensuring pupils learn how to think deeply, explore their learning and become more independent.
- Teachers plan work carefully and adapt lessons to meet the needs of pupils, particularly for those pupils in the resource base.
- Pupils are well prepared for life in modern Britain and respect different faiths and cultural diversity. Equality of opportunity is a strength of the school ethos. Pupils are caring and respectful to each other and to themselves.
- Disabled pupils and those with special educational needs make good progress in the main school and in the resource base.
- The quality of teaching is good, particularly in English, reading, science and mathematics.
- Pupils make more progress than those nationally in reading, writing and mathematics by the end of Year 6.
- The pupil premium (additional funding for disadvantaged pupils) is effectively spent on a range of activities to support the progress of disadvantaged pupils.
- The use of the sports premium (additional funding to spend on sport) provides catch-up lessons for pupils who have missed opportunities to learn to swim.
- The governing body brings a breadth of knowledge and experience to the school. Governors understand their role in supporting the school and fulfilling statutory duties.
- Leaders, staff and governors ensure that the school works effectively to keep all staff and pupils safe.

It is not yet an outstanding school because

- Achievement in mathematics is slightly behind that of English, when compared to that expected nationally.
- Pupils are sometimes less eager to express their knowledge and understanding in lessons.
- Attendance levels are too low for a minority of pupils who are persistently absent.
- There is some inconsistency in the quality of teaching. Teachers do not always ensure pupils understand how to improve their learning.
- Some pupils do not achieve the highest levels academically, despite developing good personal and social skills.

Information about this inspection

- Inspectors observed learning in 14 lessons, of which many were joint observations with members of the leadership team. In addition, inspectors made a number of short visits to lessons in the main school and the resource base.
- Inspectors met with two groups of pupils from all year groups and listened to pupils read during guided reading. A scrutiny of pupils' exercise books was also undertaken.
- Inspectors observed other aspects of the school's work. This included assemblies, guided reading, and extra-curricular clubs and activities.
- Discussions took place with the headteacher, senior and middle leaders, and various members of staff.
- Inspectors spoke informally with pupils at break and lunch times, before school, during extra-curricular activities and in lessons.
- Meetings were held with the headteacher, senior leaders, the Chief Executive Officer of the Academy Trust, the School Improvement Partner of the Academy Trust, and the Chair and Vice Chair of the school Governing Body.
- Inspectors took account of 70 responses to the online questionnaire, Parent View.
- Inspectors analysed 32 responses to the staff questionnaire.
- Inspectors scrutinised records of the school's self-evaluation, checks on the quality of teaching, curriculum information, school improvement planning, minutes of governing body meetings, records of pupils' achievement, safeguarding information, and records relating to pupils' behaviour and attendance.
- The inspectors also viewed the school's website.

Inspection team

John Lamborn, Lead inspector

Her Majesty's Inspector

Rosemarie McCarthy

Additional inspector

Full report

Information about this school

- Coteford Junior School converted to become an academy school on 1 February 2013. When the predecessor school of the same name was last inspected by Ofsted, it was judged to be good overall.
- Coteford Junior School is a member of the QED Academy Trust.
- This smaller than average-sized junior school serves a culturally diverse population.
- The number of pupils who are from minority ethnic groups is above average.
- The proportion of disabled pupils and those who have special educational needs is high compared with national figures. Their range of needs include physical disabilities, difficulties with speech, language and communication needs, as well as behavioural, emotional and social difficulties.
- There is an additional resource base for up to 13 pupils with physical disabilities. 'Corner house class', provides for pupils with physical disabilities and multisensory impairments. These pupils are taught together and have full inclusive access to the main school.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals) is above average. There are no looked after children at the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has recently achieved the 'Inclusion Mark' and there is a breakfast club that is managed by the school.
- The school accesses alternative provision through the home tutoring service of the local authority.

What does the school need to do to improve further?

- Raise the performance of all pupils in mathematics, so that it is as strong as their achievement in reading and writing.
- Significantly improve the attendance of a small number of pupils who are persistently absent...
- Develop the quality of teaching, so that much is outstanding by:
 - ensuring that all teachers provide opportunities and challenge for pupils to develop as independent thinkers and achieve the highest levels of learning.
 - ensuring that teachers use accurate information to raise their expectations of all pupils and ensure they achieve well.

Inspection judgements

The leadership and management are good

- The headteacher has established her vision, ethos and culture of a school which cares for all its pupils. All staff support each other to help pupils achieve well in a safe environment.
- Disabled pupils and those who have special educational needs are integrated well into the school, through access to a specialist resource base or directly in main school classes. This bodes well for the school's future as pupil numbers increase.
- The process the school uses to consider its strengths and areas for development is thorough, honest and accurate. The headteacher works closely with the School Improvement Partner from the Academy Trust to ensure that priorities are identified and addressed.
- Leaders have a positive impact on the school's work. Through careful analysis, training and support, they have improved teaching in the school. Improvements in teaching reading and writing have increased the proportions of pupils working above expectations for their age.
- Senior leaders work closely with middle leaders in making decisions to improve the quality of teaching. They ensure that teachers plan carefully and develop pupils' achievement across the school.
- Teachers' professional development is linked to the improving quality of their teaching and the progress pupils make. There are regular meetings between linked governors and class teachers; the headteacher meets termly with all teachers.
- Senior and middle leaders carefully monitor the quality of teaching. They undertake observations of pupils and visits to lessons, scrutinise pupils' work and gain information on the progress pupils make. All teachers are set targets that focus on improving pupils' learning and their own teaching skills.
- The school's curriculum is broad and balanced
Pupils' spiritual, moral, social and cultural development is embedded across the school. This is seen throughout lessons, assemblies, and extra-curricular activities. There are displays that relate to different cultures such as Japanese and English food. Religious festivals are included during assemblies and school trips to museums and sports competitions take place regularly.
- The school has an active school council and pupils undertake a range of activities to prepare them for life in modern Britain. There is a successful 'best of British arts week' and pupils undertake campaigns that are developed through pupil voice. These have included environmental improvements, and tackling inconsiderate and dangerous parking on the school site.
- Pupils' participation in extra-curricular activities is high, with waiting lists for drama, cricket and football. The quality of displays around the school is vibrant and helps promote pupils' self-respect.
- The school ensures that the sports premium is used well. This additional funding for sport is carefully monitored and used to provide catch-up swimming sessions for pupils in Year 5 and Year 6.
- Good use is made of pupil premium funding. All disadvantaged pupils in both the resource base and the main school make good progress. Some disadvantaged pupils perform better in their writing skills than other pupils in school.
- The school is careful to consider the ways in which it works to keep pupils and staff safe. There is clear monitoring of these procedures by the governing body.
- The school's leaders understand they must improve attendance further and support pupils whose persistent absence limits progress. The headteacher is not complacent and has strategies in place to bring about further improvement.

■ The governance of the school:

- Governors have a good level of knowledge and monitor the school closely. Governors have a clear understanding of how pupils perform by the time they leave the school at the end of Year 6. They are aware of pupils' performance targets in English and mathematics.
- Local governors understand their role in holding the school to account and meeting their statutory duties.
- The Chief Executive Officer of the Academy Trust monitors the performance of the headteacher and regularly visits the school.
- Governors are aware of how the pupil premium and sports premium are used and how this additional funding helps pupils' achievement in the main school and the resource base.
- Governors are linked to class groups and discuss the progress of pupils in their linked classes with the class teacher. This provides a clear awareness of how the pupils are performing. It also enables them to monitor the performance of teachers in each year group and relate this to pay awards.

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

- The behaviour of pupils is good. Pupils move around the school responsibly, showing courtesy to each other and to adults. Pupils understand the 'golden rules' of the school and are supportive of each other.
- Leaders have taken action to make sure that there is consistency in teachers' expectations of behaviour. Consequently, there is hardly any low-level disruption to learning; pupils work well on their own, with partners, or when in small groups.
- Any unacceptable behaviour is dealt with swiftly. There is rarely any cause to use sanctions.
- Pupils listen carefully to their teachers, have good relationships and are quick to follow instructions. However, on occasions, pupils' attentions drift, particularly when activities move slowly or if questions are unclear.
- Pupils' behaviour in the resource base is good. These pupils acquire effective social and communication skills; they learn well together.
- Pupils talk enthusiastically about their school and say that bullying is very rare. Upper school pupils never need to use the 'worry box' and this is a view shared by lower school pupils.
- The school has worked well over time to support behaviour. Pupils are aware of many forms of bullying, and homophobic or racist language is never used. The school is quick to address the rare cases of bullying. The numbers of recorded incidents of poor behaviour are very low indeed.
- There were no pupils excluded last year and none have been excluded this academic year.
- Attendance has improved significantly since 2014 and, overall, is higher than average. However, persistent absence for a small group of pupils remains too high.

Safety

- The school's work to keep pupils safe and secure is good. There are effective steps in place to support the safety of all staff and pupils across the school. These steps are understood by the governors; leaders ensure that staff are regularly trained to improve their awareness of keeping pupils safe and secure.
- The school site is clean and secure; problems are quickly reported and dealt with to so that there are no issues of health and safety.
- Pupils understand how to keep safe and have no hesitation in asking for help when it is needed. Pupils recognise their class teachers as a first point of contact for support with any issues that arise. The school has a strong culture of pupils sharing responsibility for their own and others' safety.
- Teachers regularly remind pupils of the steps they must take to keep themselves safe when using mobile phones and computers. For example, Year 5 pupils received certificates during assembly for their successful completion of an e-safety project on being 'digitally smart'.
- Analysis of information about pupils who face difficult circumstances indicates that they receive good academic, emotional and social support. The help, care and guidance for disabled students and those with special educational needs is very good in all areas of the school.
- The school maintains a safe and relaxed environment with an inclusive sense of purpose. Staff do all that they can to support the personal development of the pupils in their care.
- A large majority of pupils involve themselves in extra-curricular activities both before and after school. Pupils are extremely positive about these wider opportunities, particularly the trips and visits on offer to them. They arrive eager to join in and play well together at breakfast club and this is an indication that pupils of all abilities feel safe and happy.

The quality of teaching is good

- Pupils make good progress across the school. This is the result of teaching that is good and effective. Pupils have many opportunities to develop their learning through working in pairs, in groups and independently.
- Teaching is most effective when good subject knowledge is used to plan lessons that pupils find challenging and interesting. In Year 4 science, pupils were able to consider the most suitable equipment to measure the circumference of the head. Pupils could reflect on prior learning and conclude that the use of a 'trundle wheel' would be ineffective and possibly dangerous.
- Teachers use questioning well in checking pupils' knowledge and understanding. They encourage them to develop their thoughts and support their ideas. Occasionally, teachers provide answers too quickly. They do not always explore pupils' thinking or consider unconventional answers. This prevents some pupils in

the upper school from learning new skills quickly.

- Pupils appreciate their teachers' secure subject knowledge and are aware of how particular activities slow their learning. Upper school pupils sometimes feel that completing each learning step in sequence causes them to be less enthusiastic. Pupils explained how at times they could be allowed to progress in their learning more quickly. One pupil commented, 'We sometimes find all the experiment steps in science boring, we just want to get to the whizzy experiment.'
- Aspects of literacy are reinforced in many lessons. Posters highlighting grammar rules, such as connectives feature, in classrooms and are well used.
- Reading is taught well through a combination of daily lessons and regular opportunities for guided reading. Pupils read regularly and often in class and, during guided reading, learning support assistants skilfully question pupils' understanding and meaning of text. Consequently, reading has improved across the school.
- Teachers are placing greater focus on the consolidation of number skills in mathematics. Pupils are given more opportunities to demonstrate their knowledge and understanding of concepts in solving problems. Pupils successfully apply their number skills to a range of lessons and not just in mathematics.
- The effective teaching of writing has improved the English skills of all pupils. There are opportunities for pupils to write longer pieces of work and extend their writing skills in other areas of learning such as science and geography.
- Teachers and other adults carefully monitor the progress of all pupils. They provide good additional support or challenge to pupils so that they progress quickly. This is a particular strength in the teaching of those pupils with disabilities and special educational needs in the resource base.
- Teachers and learning support assistants ensure teaching meets the needs of the whole group, including disabled pupils and those with special educational needs. Learning support assistants are effectively deployed and have a clear impact on the learning of the pupils that they support.
- Pupils in the resource base are supported by learning support assistants at all times. These pupils consider personal experiences and make connections between their learning and life situations. For example, pupils were observed describing recent holidays, in considering the use of money.
- Teaching ensures that the pupils in the resource base develop their sensory skills of touch, sight, smell, hearing and taste and are challenged to extend their learning. Pupils are taught communication skills and independence as part of a daily routine.
- Teachers' marking of pupils' work is frequent. It provides pupils with direction on what they need to do to improve. Pupils communicate with their teachers by making comments in response to marked questions.

The achievement of pupils is good

- Pupils join the school in Year 3 with lower than expected starting points. By the end of Year 6, pupils' achievement is just above that expected nationally in reading, writing and mathematics. This represents good progress.
- Disabled pupils and those who have special educational needs also make good progress. This is because they benefit from support and guidance from teachers and well-trained additional staff. For these pupils, achievement is close to that of other pupils nationally.
- Pupils who attend alternative provision make similar progress to their peers.
- The 2014 test results show that pupils made better progress in reading and writing than they did in mathematics.
- Higher attaining pupils progress well, although they are not always challenged in lessons to reach the highest levels of achievement.
- The current school information confirms that pupils across the school are making good progress from their starting points. More pupils are expected to achieve above the progress expected nationally in reading, writing and mathematics.
- Disadvantaged pupils achieve well by the end of Year 6. The performance of these pupils compared to that of others has improved over time for both English and mathematics.
- Pupils in the resource base are monitored by the special educational needs coordinator and they make good progress in comparison to other pupils with disabilities and special educational needs. All pupils are expected to develop their literacy and numeracy skills and progress is measured through accurate record keeping for each pupil.

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	139295
Local authority	Hillingdon
Inspection number	449709

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

Type of school	Primary
School category	Academy converter
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	The governing body
Chair	Mr Andrew Wallis
Headteacher	Miss Joanna Martin
Date of previous school inspection	Not previously inspected
Telephone number	01895634206
Fax number	01895624431
Email address	info@coteford-jun.hillingdon.sch.uk

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