

# Inspection of a good school: Coteford Infant School

Fore Street, Eastcote, Pinner HA5 2HX

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Inspection dates:

27 and 28 April 2022

## **Outcome**

Coteford Infant School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy coming to school. They are excited by the facilities available to them. They like having a library with plenty of books to choose from. They also benefit from well-maintained outdoor areas. Teachers make use of these facilities when planning pupils' learning.

Leaders and staff have high expectations of pupils. Everyone in this school aims to adhere to its motto: 'We do our best to be our best!' Pupils work hard in lessons. They are kind, polite and courteous. On rare occasions when bullying occurs, adults deal with it promptly and effectively.

Staff ensure that pupils are kept safe at school. Pupils trust adults to look after them and to care for them. Pupils spoken to said they are confident to go to any adult in school if they have any concerns or worries.

This is an inclusive school. Staff at all levels work together effectively, to promote the best possible outcomes for pupils with special educational needs and/or disabilities (SEND).

In response to the impact of the COVID-19 pandemic on some pupils' well-being, staff have been trained to help pupils to get better at explaining how they are feeling. Pupils learn to do this by talking or by using objects or pictures.

## **What does the school do well and what does it need to do better?**

Leaders work well together to improve the curriculum. They have reviewed each aspect of the curriculum and have ensured that it matches the aims of the national curriculum. Teachers and leaders team up to check what pupils know and can do. They use this information to identify and address gaps in pupils' learning. For example, in geography, leaders found out that due to disruptions brought about by the pandemic, pupils are not secure in their understanding of how maps work. They adjusted their delivery of this subject and pupils are quickly catching up on their knowledge of maps.

In most subjects, leaders have identified the important knowledge that pupils need to know and remember. For example, in mathematics the knowledge and concepts that pupils need to know are carefully ordered to make sure that new learning builds on prior understanding. Pupils remember this knowledge and apply it when solving a variety of mathematical problems. In the early years, children develop a sound understanding of numbers. Adults give children plenty of well-selected opportunities to develop their mathematical skills.

However, in a few subjects, leaders have not mapped out clearly the key knowledge pupils need. This means that, at times, teachers do not know what they should be focusing on most when teaching that subject. As a result, sometimes pupils do not remember important knowledge in the long term.

Teachers generally present new learning clearly. They make sure they recap on previous topics to refresh pupils' memories. They aim to support pupils' understanding by breaking down concepts into smaller chunks. However, in some instances, they give pupils too much information in one go. This makes it difficult for pupils to make sense of new learning.

The teaching of early reading is a strength of the school. Leaders aspire for all pupils to learn how to read before they leave the school. Children in the early years are taught phonics right from the start. Leaders have trained all classroom staff as expert teachers of reading. They assess pupils regularly, which enables them to identify those who are falling behind in the phonics programme. Staff step in effectively and ensure that those pupils catch up quickly. Pupils show a genuine love of reading. They enjoy listening to adults read during their daily story time.

Leaders work effectively in order to identify and meet the needs of pupils with SEND. Across the school, these pupils are fully included in lessons. Teachers work closely with specialist staff and therapists, using their advice to make suitable adaptations for these pupils.

Pupils behave well in lessons. They participate actively in discussions. They share equipment and cooperate with their classmates. Adults appreciate that pupils are respectful towards them. Disruptions in lessons are rare.

Pupils enjoy many activities beyond lessons in class. They are thrilled by the range of after-school clubs on offer. Many pupils attend these clubs, and they are always oversubscribed. Pupils talk fondly about their experiences of school trips. They also get opportunities which aim to develop their leadership skills, for instance they can become school council representatives, or rights respecting ambassadors.

Staff appreciate the opportunities their leaders create for them to develop their practice further. They said that they find their workload manageable. They know that leaders set aside ample time to finish assigned tasks.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in this school. Leaders and staff know their pupils and families well. Concerns are identified and acted on promptly and effectively. Leaders work well with external agencies to ensure pupils who are at risk are supported.

Checks on the suitability of staff are rigorous. Governors receive training to ensure they have the right knowledge and skills to monitor and challenge the school's safeguarding arrangements.

Pupils learn about how to keep themselves safe at home, at school or when online. Leaders have created opportunities within the curriculum for pupils to learn about keeping safe.

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

### **(Information for the school and appropriate authority)**

- In a small number of subjects, leaders have not set out in full the essential knowledge that they expect pupils to know and remember. This reduces how well the curriculum enables pupils to know more and remember more in the long term. Leaders should strengthen their curriculum thinking in these subjects by determining exactly what knowledge and vocabulary pupils are expected to learn from early years to Year 2.
- In some instances, teaching does not fully consider how to support pupils to grasp and retain new ideas and information. This results in pupils finding it harder to understand more difficult content at a later stage in the curriculum. Leaders should support teachers to focus on ensuring that pupils remember key concepts and apply their understanding when studying new subject content.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102375
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10211442
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	274
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	John Keltie
<b>Headteacher</b>	Louise Crook
<b>Website</b>	<a href="http://www.cotefordinfantschool.co.uk">www.cotefordinfantschool.co.uk</a>
<b>Date of previous inspection</b>	21 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school provides an additional resourced provision for pupils with physical disability.
- The school does not use any alternative provider.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector also met with members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, geography and mathematics. For each deep dive, he spoke with subject leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils' work. Other subjects were also considered as part of this inspection.

- In inspecting safeguarding, the inspector carried out a scrutiny of the school's single central record of pre-employment checks and looked at other records related to child protection arrangements.
- The inspector also considered the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

### **Inspection team**

Edison David, lead inspector

Ofsted Inspector

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