



Coteford Junior School

Inspection Report

Unique Reference Number 102374
Local Authority Hillingdon
Inspection number 296529
Inspection dates 14–15 September 2006
Reporting inspector Sibani Raychaudhuri

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

Type of school	Junior	School address	Fore Street
School category	Community		Eastcote
Age range of pupils	7–11		Pinner HA5 2JQ
Gender of pupils	Mixed	Telephone number	01895634206
Number on roll (school)	255	Fax number	01895624431
Appropriate authority	The governing body	Chair	Mrs Tracey Leslie
		Headteacher	(Acting) Mrs Joanna Martin
Date of previous school inspection	24 March 2003		

Age group	Inspection dates	Inspection number
7–11	14–15 September 2006	296529

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Coteford Junior serves pupils with diverse needs. The percentage of pupils from minority ethnic backgrounds is much higher than found in most schools, and the proportion of pupils speaking English as an additional language is higher than is usually found. The school is additionally resourced for pupils with physical disabilities. The percentage of pupils with learning difficulties and disabilities is also higher than most schools, and the proportion with statements is very high. Pupils' attainment on entry to school is broadly average. The previous deputy head teacher has been as acting head teacher for just over a week at the time of the inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school accurately describes itself as a good school where every child's education and welfare matter. Care arrangements for the pupils who have learning and other needs are excellent and include very good links with external support agencies. Senior leaders ensure that pupils' progress is tracked tightly and challenging targets are set for them, so that pupils work hard. Pupils achieve well and reach above average standards because of predominantly good teaching. Standards are particularly high in science but not all pupils achieve equally well in mathematics, where teaching is not consistent in checking pupils' understanding of what is taught and ensuring full participation of all pupils in oral work. The school identified that more able girls did not do as well as boys in mathematics in the last year's national test. As a result of action taken by the school, more able girls are now achieving well but overall girls do not achieve as well as boys in mathematics. The use of writing in other subjects has led to an improvement in English, but mathematics is not used enough across the curriculum.

The curriculum is good with significant strengths in enrichment opportunities. Pupils not only develop good skills in literacy and numeracy, they also learn a modern language to broaden their horizon. Pupils' understanding of how to keep healthy is a particular strength; they participate in many clubs and sporting activities and prepare healthy food to sell in the tuck shop. Pupils know how to keep safe. They make a good contribution to the community through fund raising for charities and their work with a special school. Their behaviour is good. Pupils with learning difficulties and disabilities make very good progress because of very effective support provided for them. The school leaves no stone unturned in offering opportunities for them to thrive. For example, pupils with physical disabilities are given the opportunity to ride a horse or take part in hydrotherapy to overcome the barriers to physical activities. The school holds the Inclusion Quality Mark. As one pupil said 'it is like a one huge family'.

Although there were no key issues in the last inspection, the effective leadership and management have kept the school on an upward track in developing the curriculum and raising achievement. The acting head teacher has demonstrated her contributions to school improvement in her previous role. There is a stable, confident and skilled team and active governors to lead the school forward with her. It is well placed to improve further and provides good value for money.

What the school should do to improve further

- Improve standards in mathematics, particularly of girls other than the more able.
- Improve the consistency in teaching and the use of mathematics in other subjects.

Achievement and standards

Grade: 2

Pupils enter the school with broadly average standards. From this starting point, good teaching enables them to learn well and make good progress in each year group. Pupils achieve well, reaching above average standards at the end of Year 6. Pupils who speak English as an additional language achieve as well as others. In the national tests in 2005, overall standards were slightly above average with strengths in science and English. Standards were higher in these subjects because of increased opportunities in them. More able girls did not do as well as boys in mathematics. Early analysis of 2006 results shows improvements in standards and good achievement in all three subjects, leading to overall above average standards at the end of Year 6. As a result of steps taken by the school, more able girls have now achieved well in reaching the higher level in mathematics. The school has allocated extra time and additional support for mathematics, but these have not yet made their full impact on achievements of all pupils. Standards in the subject are still not as good as they are in science and English and girls' overall standards are lower than those of boys. Standards in writing have improved and an above average proportion of pupils have reached the higher level in English because pupils have been encouraged to write for a purpose.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy coming to school and learning in lessons and refer to them as 'fun and interesting.' Attendance is satisfactory and the school has worked hard to improve the attendance of a small number of pupils who are frequently absent on medical grounds.

Pupils behave well. They are confident, friendly and courteous. They respect and understand each other's different views. Pupils accept responsibility willingly, and have a voice in the running of the school. The School Council is active and pupils make suggestions for improvement in the school. For example, the school has given them more playground equipment at their request. The school has Healthy School status and pupils have an exceptional understanding of how to keep healthy. The emphasis on improving basic skills in literacy and numeracy effectively prepares them for their future.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. Pupils learn well because most lessons are enjoyable with activities that are well prepared and matched to their needs. One of the strengths in teaching is the use of good questioning to extend pupils' thinking skills as well as developing

their speaking skills and confidence. In an outstanding history lesson in Year 5, the teacher used questions very skilfully to help pupils to gain deeper understanding of the life of a Victorian child in an orphanage. The pupils responded with enthusiasm and wrote letters to the child after discussing their ideas with their partners. Teachers add much interest to pupils' learning by making good use of interactive white boards and enabling pupils to use them. Good relationships also help to motivate pupils in lessons and they behave well. Despite many strengths, teaching is not consistent across the school, particularly in mathematics. Teachers do not consistently check pupils understanding of what is taught or ensure that all pupils fully participate in lessons. All teachers work very effectively with teaching assistants who help pupils with learning difficulties to do very well. Marking is good, which helps pupils to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is relevant to the backgrounds of the pupils and meets their needs well. Very good provision for pupils with learning difficulties and disabilities supports their very good progress. The curriculum is varied and innovative and promotes enjoyment and development of self esteem through a wide range of after school clubs. There are good opportunities for learning through sustained projects where pupils' learning is enriched by visits and visitors. During these weeks, pupils participate in many well planned creative activities reflecting different cultures. For example, during the art week, the pupils have produced high quality work on African masks or Aboriginal art. The Japan project has included subjects such as geography, art, design and technology, information and communication technology, and religious education. English is used well in other subjects such as history and geography but mathematics is not used sufficiently across the curriculum to improve achievement in the subject.

Care, guidance and support

Grade: 1

This is outstanding as staff work exceptionally well as a team to ensure the welfare of all pupils with diverse needs. Pupils who speak English as an additional language receive effective support and guidance from specialist staff and make good progress. Very good relationships between staff and pupils give pupils the confidence to talk to adults and to feel secure in school. Staff are familiar with child protection and first aid procedures. The careful identification of pupils' needs and support given particularly to the vulnerable, is exemplary. Health and safety procedures and risk assessments are very good. Pupils are taught how to be healthy and stay safe. Parents are confident that their children are in safe hands. A parent of two pupils stated, 'My children have been very happy and nurtured here'. Very good tracking of progress ensures that any concerns are noted quickly. Records are used well to plan lessons and meet pupils' needs.

Leadership and management

Grade: 2

Leadership and management are good. The acting head teacher provides good leadership, supported and challenged by an effective governing body. Together they ensure that their success in the previous inspection has not led to complacency and are continuing the drive for high standards of achievement. Teamwork is a key strength. Parents support the school overwhelmingly with comments such as, 'There is a lovely atmosphere in the school, the staff are very friendly and welcoming.' All members of staff are encouraged to play a part in the development of the school.

The performance of staff is accurately evaluated and action is taken to improve it further. The work of teaching assistants is particularly well planned and monitored, and as a result the support they give to pupils' learning is very good. The next step is to eliminate the inconsistencies in teaching. The emphasis on the further professional development of all staff is helping to achieve the aim, 'Each one of us is special and high achievement is our goal.' This focus on individuals and their needs is a strength of the school. Staff and governors have a clear picture of where the school's strengths lie and where they want to see improvements, for example, the priority to increase the number of pupils, particularly the girls achieving higher levels in mathematics. Self-evaluation is accurate and thorough. Information is used effectively to implement action and to assess its impact on the pupils' achievements. Governors challenge the school to achieve more while supporting it through carefully planned funding allocations that have led to well resourced classrooms and a good number of teaching assistants and this helps to raise the achievement of all pupils.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel welcome when we visited the school recently. We enjoyed talking to you and listening to what you like about the school. You attend a good school that takes excellent care of you. You do well in school. You enjoy learning and behave well in classrooms and around the school. Teaching is good and you do interesting activities and the adults support you very well so that you make good progress. There are many extra things for you to do, such as art clubs and sports clubs. You take responsibilities seriously and make sure that you have a say in the school. You have an excellent understanding of keeping healthy.

The acting head teacher leads the school well. We have asked the teachers to make sure that you get the best teaching that would help you to make even better progress than now. We have asked the school to help you to improve your standards in mathematics.

We wish you every success in school.

Yours sincerely

Sibani Raychaudhuri

Lead inspector