

Coteford Junior School

Inspection report

Unique Reference Number	102374
Local Authority	Hillingdon
Inspection number	335885
Inspection dates	20–21 October 2009
Reporting inspector	John Earish

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Shazia Khan
Headteacher	Joanna Martin
Date of previous school inspection	4 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff and pupils. They observed the school's work and scrutinised pupils' books. Documentation was looked at, including the school's evaluation of its work, the information provided for parents and some of the records kept on pupils. Account was taken of the 28 questionnaires completed by parents, many of which included additional comments.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of significant groups of pupils ' those who have special educational needs and/or disabilities, those who speak English as an additional language and those of higher ability ' to determine whether teaching is sufficiently challenging and the effectiveness of the support and guidance provided
- the effectiveness of assessment to support learning and drive improvement
- the impact of leaders in raising achievement and standards and improving the quality of teaching and learning

Information about the school

This average-sized school serves a culturally diverse population. About a third of the pupils are from minority ethnic groups. The proportion of pupils who have special educational needs and/or disabilities is high compared with national figures and has increased since the last inspection. Their range of needs include difficulties with speech, language and communication as well as behavioural, emotional and social difficulties. There is an additional resource for up to 14 pupils with complex multiple physical disabilities and multisensory and visual impairment. The proportion of pupils who have a statement of special educational needs is very much higher than average, and has also increased since the last inspection. The proportion of pupils eligible for free school meals is increasing and is now just above average. The school has achieved the Inclusion Mark and the British Educational Communications and Technology Agency (BECTA) information and communication technology (ICT) Award. There is a breakfast club that is managed by the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where nearly all groups of pupils are progressing well. Collective leadership, evident at all levels, has been the key factor in driving the improvements to the quality of pupils' learning and their progress.

Determined leadership by the senior management team has provided the driving force to maximise the opportunities for all pupils, including those who have special educational needs and/or disabilities. Senior leaders and governors have accurately identified the extent of the school's strengths and weaknesses in its provision. Firm action has been taken to address deficiencies. Actions are proving to be effective, although it is too soon to measure their full impact on learning. The school is well placed to bring about sustained improvement.

In their pursuit of high-quality teaching and the promotion of equal opportunities, the headteacher and senior managers continually review classroom practice through regular monitoring. As a result, most pupils are progressing well in lessons that are usually interesting and well matched to the wide range of individual needs and abilities.

Teaching assistants are used extremely well to support those pupils who have special educational needs and/or disabilities so that these pupils play a full part in the life of the school. Feedback given to pupils about what they are doing well and how they can improve their performance is also improving. Some excellent examples of this were seen during the inspection. However, it is not yet done consistently in all classes.

Pupils' good personal skills are evident in their good behaviour, and in their interest in and enjoyment of learning. The good quality curriculum ensures that pupils' knowledge, understanding and skills are built systematically throughout each year and from one year to the next. The curriculum is enhanced well by numerous clubs and projects that provide pupils with good opportunities to develop their creative and performance skills. However, as the school recognises, pupils have insufficient opportunities to work independently and to use their initiative in order to sustain their rapid progress.

Pupils respond well to the school's promotion of healthy lifestyles, enjoying regular exercise and the sporting activities provided. They are considerate towards others, making a good contribution to the school and wider community.

The overwhelming majority of parents are happy with their children's experiences at the school. They value the welcoming environment and the priority the school gives to pastoral care and guidance. Parents of pupils in the additional resource provision are particularly impressed by the high-quality care and support their children receive. Pupils feel safe in a supportive learning environment, enhanced by the warm relationships between staff and pupils.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Ensure greater consistency in the quality of marking to give pupils a clearer understanding of how to they can improve their work.
- Ensure that all teachers extend the opportunities for pupils to work independently and to use their initiative in order to sustain rapid progress.

Outcomes for individuals and groups of pupils

2

There are clear signs the school's determined efforts and well-targeted support are making a difference, resulting in pupils' good progress. Pupils' enjoyment in learning was seen in their enthusiasm and involvement in all aspects of their work. This is an important outcome of the quickening pace of learning across the school. Pupils confirm this and say that learning is now much more enjoyable and rewarding.

Standards are broadly average but vary from year to year depending on the proportion of the different groups within each cohort. From their starting points, the higher-attaining pupils, those who have special educational needs and/or disabilities or who speak English as an additional language make good progress. However, the progress of many of the average-attaining pupils has been satisfactory. The school has taken effective action to address this discrepancy by providing challenging work that is more closely matched to these pupils' individual needs. As a result, they are now making good progress in lessons. Detailed assessments show that substantially more pupils are making good progress than they did before. This is having a marked impact on attainment throughout the school. For example, most of the present Year 5 are already on track to attain and a good number to exceed the expected level in mathematics by the end of Year 6.

Pupils often take great care over their work which can be seen in the presentation of written work and the imaginative artwork in classrooms and around the school. They say they like coming to school because they feel very well cared for, safe and enjoy the friendly atmosphere. As a consequence, they enjoy learning and want to succeed. These positive characteristics are reflected in the regular attendance of the large majority of pupils. However, attendance remains average overall because of the absence of a small proportion of pupils which are often for health-related reasons. Further evidence of pupils' enjoyment of school life can be seen in their happy and supportive approach towards each other. It is these skills and qualities that underpin the school's positive ethos and help to make it a safe and welcoming place.

In the wider community, pupils work hard to raise money for charitable causes. Through special topics and events they show a good awareness of other cultures and customs. Pupils are proud of the school's Healthy School Award, which is further evidence that they have a good understanding of healthy lifestyles and the importance of exercise. While basic skills are average, pupils willingly work together and leave the school as confident well-rounded individuals.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils understand what they must do and achieve by the end of each lesson because objectives and targets are shared with them. In addition, teachers' regular checks of pupils' understanding of previous learning provide good opportunities to clarify, consolidate and review their work. These features successfully extend pupils' knowledge and skills and involve them fully in their learning. Another important feature is the skilful way that teachers and teaching assistants match work to the pupils' differing abilities and provide interesting activities to move their learning on. They are good at assessing pupils' work and using this information to track pupils' progress and to set challenging targets for them to achieve. Learning is most effective when pupils are able to work independently and use their initiative in order to sustain rapid progress. However, these good features are not yet used consistently in all lessons. The much improved methods for tracking pupils' progress are used well to set challenging targets for improvement. Target setting is developing well to guide pupils' academic development. However, not enough is done at times to help pupils gain an even clearer understanding of what they must do to improve by ensuring greater consistency in the quality of marking.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The school is focusing well on developing literacy and numeracy skills across the curriculum. A good start has been made to make it more challenging, relevant and exciting through thematic links between the different areas of learning. For example, Year 3 pupils are finding out about the Ancient Greeks by creating virtual models using the computer and adding their own commentary and text. Pupils say they find this 'an exciting way to learn' because 'you forget you're at school and want to get it right'. This is further confirmation of the good use of ICT acknowledged through the BECTA ICT Award. However, the school recognises the need to increase further the links between areas of learning and allow pupils more opportunities to work independently and to use their initiative. Links with other schools, different specialists and expert teachers are making an effective contribution to all aspects of pupils' learning.

All adults believe that every child really does matter and they support the pupils well. The support for pupils who have special educational needs and/or disabilities is of high quality. The school draws effectively on the expertise of a range of agencies to help learners and their families. As a result, these pupils play a full and active part in school life. Staff are clear about pupils' health, safety and welfare, and policies and procedures are carefully implemented. The school works well with parents, volunteers and a variety of external agencies to support all children, including those most at risk. The very well-managed breakfast club adds much to the pupils' enjoyment of school and makes an excellent contribution to their personal development.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, with strong support from governors and managers, has enabled the collective leadership to embed new systems, ensure greater consistency and introduce more challenging targets in all aspects of the school's work. One important outcome is the accelerating progress made by all pupils, especially the average attainers, across the school. Staff and governors have a clear and accurate view of the school's strengths and areas for improvement. All staff share the same determination to move the school forward. They value all pupils equally and ensure that new pupils settle quickly. Parents' views are actively sought and valued, and the overwhelming majority believe the school understands and helps their children.

Governors are effective and have a clear understanding of the strategic development of the school. They work closely with the senior management team to set priorities and to

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check progress against the school development plan. Local services and agencies are used particularly well to enhance the well-being of vulnerable pupils and those who have special educational needs and/or disabilities. Safeguarding procedures are secure.

The needs of the community are well understood and met by providing social events for local residents and allowing the building to be used for groups and other activities that draw the local community together. The school is also working well with local schools to share expertise. For example, teachers are working alongside colleagues from the local infant school to ensure greater accuracy in pupils' assessments. The school recognises the need to develop links in a contrasting location within the United Kingdom. However, links with a school in Japan are developing well. Parents are given good opportunities to contribute their views about the school, and benefit from regular newsletters and access to the school's interactive website for learning.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The overwhelming majority of parents are happy with their child's experience of school. They say their children enjoy school and they value the support that they are given. A very small minority of parents recorded concerns over several issues. These included some who felt that their views or concerns were not always listened to or that incidents of unacceptable behaviour were not always dealt with effectively. These concerns were not reflected in the very large majority of parents' comments and the inspection found no evidence to support the matters raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coteford Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 28 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	64	10	36	0	0	0	0
The school keeps my child safe	12	43	14	50	2	7	0	0
The school informs me about my child's progress	10	36	16	57	1	4	0	0
My child is making enough progress at this school	10	36	14	50	2	7	0	0
The teaching is good at this school	11	40	17	61	0	0	0	0
The school helps me to support my child's learning	7	25	19	68	1	4	0	0
The school helps my child to have a healthy lifestyle	8	29	19	68	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	29	17	61	0	0	0	0
The school meets my child's particular needs	8	29	18	64	2	7	0	0
The school deals effectively with unacceptable behaviour	6	21	16	57	2	7	2	7
The school takes account of my suggestions and concerns	8	28	14	56	2	1	7	4
The school is led and managed effectively	12	43	13	46	1	4	0	0
Overall, I am happy with my child's experience at this school	14	50	14	50	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 October 2009

Dear Pupils

Inspection of Coteford Junior School, Pinner, HA5 2LJ

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were pleased to hear that you like your school very much. Almost all your parents are happy with the school, too.

Yours is a good school, where staff and governors are working hard to make it even better. This means that there are lots of things that it does really well, but also that there are some things that could be even better. We have asked the staff to give you even more opportunities to use your own initiative during lessons and to work independently. You told us that you find this a very effective and enjoyable way to learn. You explained that you found the written comments your teachers make about your work help you do even better next time. We have asked them to always check to make certain that you know exactly what you have to do to improve your own work. You must play your part by reading the comments they write in your books and listening carefully to their advice.

Your headteacher and teachers have made your school an attractive place to learn. You and your parents told us that you like school and that it is a welcoming, caring place where you feel safe. You get on well with each other and help the school to run smoothly. Many of you said that you found the work of the school council very helpful. Well done, councillors!

Each of you can play your part in making this school even better by continuing to work hard to meet the targets set for you.

Yours sincerely

John Earish

Lead Inspector

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