

# Inspection of a good school: Coombe Hill Infant School

Coombe Lane West, Kingston upon Thames, Surrey KT2 7DD

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Inspection dates:

13 and 14 September 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Pupils think this school is a great place to come and enjoy learning. The school is relentless in its determination to provide the right support and experiences for all pupils, whatever their circumstances or needs. These high expectations are realised. Pupils achieve very well here. Children in the early years enjoy the exciting activities on offer because staff make it easy for them to understand how to make the most of them.

The school provides an excellent range of wider opportunities for pupils. There are lots of clubs on offer, such as cookery, card games and mindful colouring. Older pupils take on responsibilities as prefects and apply for jobs in the school's Rainbow Café. Pupils with special educational needs and/or disabilities (SEND) enjoy opportunities to develop their individual talents or pursue a personal interest.

Pupils benefit hugely from the school's relentless focus on helping them understand rights and equality of opportunity. They behave considerately and responsibly in lessons and at play. Pupils learn and remember techniques the school teaches them to respect differences and cope with disagreements or frustration. This contributes very well to the development of their confidence and self-reliance.

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

The school's curriculum is well organised. It is underpinned by an extensive programme of staff development. This means teachers have strong subject knowledge which continues to develop. They make sure that pupils are clear about what they are learning. Pupils who need extra help or have gaps in their learning are identified quickly and given the help they need to catch up.

Pupils build their subject knowledge and skills successfully over time. They remember important concepts and develop an understanding of the distinctive nature of each subject. They frequently go back to think about and apply what they have learned before. In the early years, staff are clear about what vocabulary they want children to learn. They show children how to talk about what they are learning and model this for children with SEND who may not be ready to talk for themselves.

Pupils are very well prepared for Year 1. They learn and remember the skills they need to be comfortable and confident with their handwriting and number formation. Pupils with SEND learn the same content as other pupils successfully. This is because of the skill with which staff adapt routines, resources and discussions to meet their needs.

Pupils learn to read right from the start using a consistently taught and well-organised phonics programme. The school ensures that there is training in phonics for new staff and to regularly remind staff of the way reading is taught here. Pupils are supported very well to read books which match their current reading skills. This means nearly all pupils learn to read quickly. Pupils who need more help in learning to read are identified accurately and helped to catch up.

Pupils benefit from the wide array of books on offer to enrich their reading and develop a love of books. Pupils hear staff read to them each day from books some may not be able to enjoy on their own. The school does an excellent job of enabling pupils who may have had limited experience of books outside school to develop a love of reading.

Pupils concentrate and work hard so learning is not disrupted. They are motivated to behave and learn well because staff consistently recognise and praise their efforts and achievements.

The school enables pupils to broaden their experiences and supports their wider development very well. Pupils' cultural and moral horizons are broadened through links to a school in Malawi. Children in the early years learn about different types of families as soon as they begin school.

Staff have confidence in the school's work to eliminate unnecessary workload. They say that senior leaders and governors take account of their well-being when making decisions.

## **Safeguarding**

The arrangements for safeguarding are effective.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2013.

## 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102567
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10289847
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tim Sandford
<b>Headteacher</b>	Janet Berry
<b>Website</b>	<a href="http://www.coombehillininfants.com">www.coombehillininfants.com</a>
<b>Date of previous inspection</b>	20 March 2018, under section 8 of the Education Act 2005

## Information about this school

- The school includes a breakfast and after-school club, which is managed by the governing body.
- The school does not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector discussed the school's work with senior leaders, members of the governing body and a representative of the local authority.
- The inspector took account of responses to Ofsted's online surveys from parents and staff.

### **Inspection team**

Andrew Wright, lead inspector

His Majesty's Inspector

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