

Inspection of Coombe Hill Junior School

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

Inspection dates: 4 and 5 October 2023

Overall effectiveness **Outstanding**

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Previous inspection grade Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2010.

What is it like to attend this school?

Coombe Hill is a special place to be. Pupils enjoy coming to school. They say that the staff are kind and helpful. The school's curriculum is ambitious and provides pupils with a stimulating education. Staff have consistently high expectations of pupils' behaviour and what they can achieve. Staff, pupils, parents and carers say they are proud to be part of the 'Coombe Hill family'.

Pupils are safe and happy here. They are respectful and polite to each other. Pupils work hard and show curiosity in their learning. They take pride in their achievements and are keen to take up responsibilities, such as becoming prefects and digital leaders. The school ensures that all pupils, including pupils with special educational needs and/or disabilities (SEND), participate fully in the life of the school.

The school provides a wide range of opportunities for pupils to develop their talents and interests. Pupils develop resilience and show persistence when they face challenges. They relish the opportunity to take part in after-school clubs, such as football, coding and drama. They talk excitedly about their participation in the annual schools' Shakespeare performance at The Rose Theatre.

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

The school's curriculum is broad and aspirational. The knowledge that pupils learn is well sequenced and this enables them to build on prior knowledge as they move through the school. The curriculum is well thought through across all subjects.

Staff are confident in implementing the curriculum because they receive high-quality training. They have good subject knowledge and present subject matter clearly. Staff use effective resources to support pupils' understanding. They carefully adapt activities so that they meet the needs of all pupils, including pupils with SEND.

The school has made reading an absolute priority. Staff have received thorough training and teach precisely. Pupils at the early stages of reading develop the phonics knowledge they need and have opportunities to practise regularly to develop fluency. Teachers make sure pupils who need extra help receive this quickly, including pupils with SEND. This helps them to catch up with their peers. The school promotes reading in a variety of ways. These include carefully chosen high-quality books from a wide range of authors, workshops with visiting writers, book clubs, competitions and library visits. Pupils are inspired by the culture of reading. They develop a deep appreciation and love of books.

Pupils behave very well in lessons. When behaviour falls below the school's high expectations, staff address this swiftly. The school ensures that there is effective support to help pupils to succeed in their education, including for the small number of pupils who struggle. Pupils support the well-being of others and celebrate difference. They are highly motivated and resilient in the face of difficulties.

The school carefully identifies pupils with SEND. Staff work closely with external professionals to ensure that support for pupils with SEND is of a high standard. All staff are ambitious for these pupils, who follow the same curriculum as their peers. Pupils, including pupils with SEND, produce high-quality work across curriculum subjects.

The school goes beyond the expected to provide pupils with a rich and varied set of experiences. These are closely linked to the curriculum. For example, pupils learn about different faiths through visitors to the school. They appreciate the opportunity to learn about a range of beliefs and cultures. They are respectful and interested, taking every opportunity to discuss different perspectives. Pupils are keen to explain how the school helps them to learn about physical and mental health. They have a strong understanding of healthy relationships and keeping safe.

The school places high emphasis on the importance of good attendance. There are effective systems for ensuring that pupils attend well and are punctual to school. The school acts decisively if it identifies patterns of concern, working with other agencies to ensure that pupils' welfare is carefully monitored and supported.

Leaders and governors share the same high aspirations for all pupils. They ensure that there are high-quality professional development opportunities for staff. Staff are extremely positive about working here. They say that leaders are approachable and consider their workload and well-being. Governors fulfil their statutory duties well. They provide support for leaders and hold them to account for the quality of education the school provides. Parents are overwhelmingly positive about the school and the education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	102576
Local authority	Kingston upon Thames
Inspection number	10255346
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	The governing body
Chair of governing body	Melanie Halsey
Headteacher	Lucy Mastrocola
Website	www.coombehilljuniors.com
Date of previous inspection	17 January 2020, under section 8 of the Education Act 2005

Information about this school

- Leaders make use of one alternative provider. This provider is unregistered and is managed by the local authority.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors met with governors and with representatives from the local authority.

- Inspectors carried out deep dives in in early reading, mathematics, French, art and history. They met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The curriculum in other subjects was also considered as part of the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the 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.
- Inspectors gathered the views of pupils, parents and staff through discussions and through their responses to Ofsted's online surveys.

Inspection team

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His Majesty's Inspector

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