

# The Coombes Church of England Primary School

School Road, Arborfield, Reading RG2 9NX

<b>Inspection dates</b>	17–18 May
<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- There has been much turbulence in leadership for the past two years. Some important national developments have not been implemented in the school. Governors have had no strategy to secure improvements. Consequently, the quality of teaching has declined significantly.
- Not enough pupils across the school are making expected progress in English and mathematics. The curriculum is inadequate and teachers' expectations of pupils are not high enough.
- Teachers' assessments of pupils are not accurate as they do not have a thorough understanding of the national curriculum.
- Lessons do not enable pupils of different abilities and groups to succeed. Teachers do not use their knowledge of pupils to plan suitably challenging tasks.
- Children in the early years are not making enough progress because teaching does not effectively promote learning. Activities in the indoor and outdoor provision do not cover all of the areas of learning.
- Disadvantaged pupils underachieve. Leaders have not spent the pupil premium effectively.
- Leaders have not identified the most able pupils. No provision is made for this group.
- Pupils who have special educational needs or disability make even less progress than other pupils. Extra support is not effective.
- Equal opportunities are not well promoted. Pupils do not have equal chances to achieve.
- Governors and some leaders have an inaccurate understanding of the school's effectiveness. They do not understand pupils' progress information well enough so they cannot use this to hold others to account.
- Opportunities to develop pupils' social, moral, spiritual and cultural understanding and knowledge of British values are not embedded. Pupils are not well prepared for life in modern Britain.
- Not all adults are applying the new expectations of pupils' behaviour well enough.

### The school has the following strengths

- The consultant headteacher has recently introduced important changes and helpful new systems. It is too early to see the impact of these.
- Relationships between adults and pupils are strong. Safeguarding is effective because adults prioritise pupils' welfare.

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