

Reigate Parish CofE (Aided) Infant School

Inspection report

Unique Reference Number	125196
Local Authority	Surrey
Inspection number	315186
Inspection date	18 June 2008
Reporting inspector	David Marshall

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

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4-7
Gender of pupils	Mixed
Number on roll	
School	176
Appropriate authority	The governing body
Chair	Mrs Alison Elson
Headteacher	Mrs Elizabeth Wombwell
Date of previous school inspection	13 September 2004
School address	Blackborough Road Reigate Surrey RH2 7DB
Telephone number	01737 244476
Fax number	01737 245950

Age group	4-7
Inspection date	18 June 2008
Inspection number	315186

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the pupils' achievement and progress, especially boys' writing, pupils' personal development and well-being, the effectiveness of the school's curriculum and the impact of changes in the Foundation Stage. In addition, evidence was gathered from discussions and school documentation to evaluate the quality of teaching and learning and leadership and management. Other aspects of the school's work were not investigated in detail, but the inspection found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

Description of the school

This average size infant school has strong links with the Parish Church. It has a history of being oversubscribed. The majority of the pupils are White British and this is reflected in the community that the school serves. Children starting school generally have skills that are in line with, or above, those expected for their age. The proportion of pupils with learning difficulties and/or disabilities is broadly average. There are four pupils in the school with statements of specific special needs. The school holds the Activemark 2007, the Healthy Schools Award 2006 and Investors in People 2004.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Reigate Parish is an outstanding school. From within all of the exceptional aspects of the school, perhaps the one that shines out most is the high level of enjoyment of all pupils. The inspirational Act of Worship at the beginning of the day, during which pupils sang exceptionally well and wished that everyone should be happy and have fun, reflected the Christian ethos of the school and set the tone for the rest of the day. As one parent observed, 'My daughter can't wait to get to school each day - really skips in. What she doesn't realise is just how much she is learning.'

The outstanding headteacher, with the excellent teamwork of the staff, has established an ethos in which pupils feel safe, valued and confident enough to contribute wholeheartedly to the school community. Pupils know they have an influence through the school council and speak with enthusiasm about the changes the school has made in response to their suggestions. The care and support for pupils is excellent. As a result, their behaviour and attitudes to work are exemplary. They respond very positively, and throughout the school relationships between staff and pupils are excellent. Their spiritual, moral, social and cultural development are outstanding.

When children start school, their skills and understanding are generally in line with, or just above, those expected for their age. By the time they enter Year 1, they have made excellent progress and achieved very well and standards are well above those expected for children of their age. National assessments for pupils at the end of Year 2 show that standards have been consistently high in the last five years. In 2007, the proportion of pupils who reached the expected levels in writing, reading and mathematics was again very high. The proportions achieving the higher Level 3 in reading and mathematics was exceptionally high, as they seem likely to be again in 2008. The school's appropriate focus on boy's writing has enabled them to make even better progress and there is now no difference in the standards they reach. Pupils, whatever their ability, achieve outstandingly, and are well on course to meet their challenging targets.

Teaching throughout the school is never less than good, and, usually outstanding. Observations and assessments by teachers of what the pupils know and can do are used exceptionally well. Teachers take great care to match their work to the needs of pupils. Pupils have good, individual, learning targets. The regular meetings in which all staff discuss their planning, the progress of individual children and their interests and advancement, are painstaking and incisive. The very experienced teaching assistants provide excellent support. Although there are concerns from a very small minority of parents, pupils with learning difficulties and/or disabilities make excellent progress. The attention paid to those pupils with well-identified specific needs, such as those on the autistic spectrum, is carefully tracked and modified to ensure that pupils not only get the individual support they need, but also relate effectively with their class-mates to keep up with their peer group. One parent wrote, 'Our child has 'special needs'. The school has been very helpful and pro-active in trying to work out how to best meet our child's needs'.

The school provides a rich and exciting curriculum, which is enhanced by an excellent range of visits to places of interest, as well as visitors who come to the school. The pupils spoke excitedly of their recent 'Arts Week', and were especially proud of their tie-dye 'T' shirts and their colourful totem poles. Staff are eager to build on this outstanding curriculum provision. One of the teaching staff, alongside the headteacher, has taken the responsibility for a research project concerned with 'Learning to Learn'. The ways in which staff and pupils have focused

on what makes a good learner, become convinced that 'I can do it' and display attitudes that are even more positive, are exciting. In an outstanding lesson about the 'Great Fire of London' all of these elements were evident as the pupils absorbed the information and used their literacy skills to best effect. It is now the intention of the school to roll out these additional cross-curricular enhancements to all classes.

The headteacher is given excellent support by a very able deputy and dedicated staff. Together they have a very clear view of the school's strengths and weaknesses through their rigorous monitoring and evaluation. They are not complacent and are relentless in striving for improvement. Governors are committed and knowledgeable and offer a good balance of support and challenge to school leaders. They have been very successful in managing their resources imaginatively in order to maintain the high quality of education. Issues from the last inspection have been addressed very well and exceptionally high standards have been maintained. Together with the drive and determination of all associated with Reigate Parish, this indicates that the school is in an outstanding position to improve even further.

Effectiveness of the Foundation Stage

Grade: 1

There have been several, recent, staff changes in the Foundation Stage. However, as one parent wrote, 'Really happy with the school despite the fact that we have had several different teachers in our class. My son loves school and is really happy, which I feel is the most important thing for a 5 year old'. These and many other parents' comments, mirror the inspection judgements about the excellent provision in the Foundation Stage, where the staff plan enjoyable and challenging activities for the children. Careful planning gives the children a real sense of determining their own way forward, and guarantees their full involvement in all activities. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The rooms are stimulating and resources are used well. A very calm and purposeful atmosphere is created where the children make excellent progress. Staff know the children very well. They make a careful note of all responses and feedback. The information collected about children is used particularly well to ensure that the less able settle well. The excellent outside areas are used exceptionally well and provide the same exciting level of challenge and stimulation, especially for the more capable children.

What the school should do to improve further

Although there are no major issues for improvement, the inspector agrees with the school that it should:

- implement the cross-curricular initiatives.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

01 July 2008

Dear Pupils

Inspection of Reigate Parish CofE (Aided) Infant School, Surrey, RH2 7DB

You may remember that I came to your school recently. I am writing to thank you all for being so friendly and helpful. You and most of your parents are right to be proud of the school because it provides you with an outstanding education. You told me how much you enjoy all you do in school and particularly the many opportunities you have to work and play together with your friends.

I was really impressed by your politeness and excellent behaviour and your enthusiasm in lessons. Well done! You told me how your teachers make lessons interesting and how they help you if you do not understand. You make excellent progress as you move through the school. By the time you leave, you are reaching high standards in reading, writing and mathematics and are very well prepared for your next school. The school is very well organised and your headteacher and the staff make sure that everything runs smoothly. You play your part well in making decisions through the school council.

Together, the staff have done a lot to improve the school and are determined to make it even better. I have asked them to do one thing that I think might make things even better for all of you. Some of you have been working with your teacher on persevering and not being afraid to try things that might seem to be a bit difficult. You are learning to say 'I can do it!' I have asked the school to put in place their plans for you all to share what some of you have already enjoyed doing. You must carry on listening carefully and take note of what your teachers say. Then you will all continue to make very good progress in your learning.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

Yours sincerely

David Marshall

Lead Inspector