

# Reigate Priory Community Junior School

## Inspection report

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<b>Unique reference number</b>	125070
<b>Local authority</b>	Surrey
<b>Inspection number</b>	395494
<b>Inspection dates</b>	4–5 July 2012
<b>Lead inspector</b>	David Marshall

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	623
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam Hutchinson
<b>Headteacher</b>	Noel Lellman
<b>Date of previous school inspection</b>	5 May 2009
<b>School address</b>	Bell Street Reigate Surrey RH2 7RL
<b>Telephone number</b>	01737 245065
<b>Fax number</b>	01737 221268
<b>Email address</b>	info@reigate-priory.surrey.sch.uk

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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	4–5 July 2012
<b>Inspection number</b>	395494



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## Introduction

Inspection team

David Marshall	Additional inspector
Janet Sinclair	Additional inspector
Bimla Thakur	Additional inspector
Peter Dannheisser	Additional inspector

This inspection was carried out with two days' notice. The inspectors spent 17 hours observing teaching, which included visiting 32 class lessons and a number of smaller teaching groups. In all, 23 teachers were observed teaching. In addition, discussions were held with different groups of pupils, members of the governing body, the headteacher, staff members and parents and carers. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents. In addition, questionnaires from 279 parents and carers, and those from members of staff and pupils, were analysed.

## Information about the school

Reigate Priory is a much larger than average sized junior school. It is housed in an 800-year-old Grade 1 listed building, surrounded by an extensive park, giving it a unique character. The majority of pupils are from White British backgrounds. Very few pupils are known to be eligible for free school meals. The proportion of disabled pupils and those with special educational needs is lower than that seen nationally, including the number on school action plus or with statements of special educational needs. The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress. There is an after-school club, which is run independently of the school and was not part of this inspection.

## Inspection judgements

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

### Key findings

- Reigate Priory is an outstanding school where pupils’ achievement is excellent and their efforts are consistently recognised and rewarded. Pupils make outstanding progress and are prepared exceptionally well for the next stage of their education. Pupils’ attainment is significantly, and consistently, above average by the time they leave the school.
- Pupils enjoy their whole time in the school and their attendance is consistently high. The behaviour and attitudes of the pupils are exemplary and the school is zealous in ensuring that pupils are safe and secure.
- The overall quality of teaching is outstanding. Teachers are passionate about their teaching and use skilful questioning to challenge pupils and make them think. In particular, the careful planning observed showed how well pupils’ confidence and skills in, and passion for, reading are enhanced as they move up the school.
- The excellent curriculum provides many memorable experiences for the pupils including long educational visits in every year group, charitable fundraising, sport, music and drama. These successfully promote their mature appreciation of spiritual, moral, social and cultural issues. The school leaders have rightly identified that the school does not do enough to prepare pupils for living and working in a culturally diverse United Kingdom.
- The senior leadership team works exceptionally well together, under the exemplary leadership of the headteacher, and has a very clear understanding of the school’s strengths and areas for improvement. This has embedded and built on the outstanding quality of all aspects of the school since the previous inspection. The rigorous attention of senior staff on the quality of teaching, an extremely effective programme of staff performance review and focused staff training mean the school is extremely well placed to continue to adapt and improve in the future.

### What does the school need to do to improve further?

- Enable pupils to have a greater understanding of their place in a culturally diverse United Kingdom through developing links with schools in other localities.

## **Main report**

### **Achievement of pupils**

Pupils join the school with skills and knowledge that are above those expected for their age. Throughout the school, all groups of pupils achieve especially well and they are exceptionally well prepared for the next stage of their education. As the school records show and inspection evidence confirms, pupils, regardless of their ability, make outstanding progress.

Effective organisation and careful assessments enable children to make excellent progress very quickly in Year 3. This exceptional start is built upon well so that by the time they leave the school, pupils' attainment is consistently well above average expectations for their age. In particular, pupils' standards in reading at the end of Key Stage 2 are very high. The unvalidated results of this year's national assessments for pupils in Year 6 showed them achieving high standards in English and in mathematics, and making outstanding progress since joining the school. The higher ability pupils are enabled to achieve exceptionally high standards.

Pupils' past work in mathematics, and that observed within lessons, illustrates their confidence, and enjoyment, in advanced calculations and problem solving. For example, the amount of money raised and ingenuity shown by the Year 6 pupils in their Project Enterprise were exceptional. Throughout the school, the pupils' work on display and in their books clearly shows the excellent progress pupils make across other subjects, such as music and art. The singing of the school choir, as the members prepared for a local festival, was moving and really first rate.

The few pupils who are disabled and those who have special educational needs also make outstanding progress. This stems from the high priority the school gives to meeting every pupils' individual needs. Any gaps in progress between them and their peers are closed very effectively.

Parents and carers expressed a high level of satisfaction in the progress their children make and are appreciative of the efforts the school makes to involve them in their children's learning. Inspection evidence fully concurs with the overall very positive views of parents.

### **Quality of teaching**

Observations of teaching confirmed that, throughout the school, pupils make excellent progress regardless of their background or ability because of the very effective approach adopted by teachers. In all lessons, behaviour is impeccable and pupils acquire excellent skills and working habits, working either independently or with their classmates. These factors help to create the high-quality climate for learning that is evident in all classes.

In all lessons, pupils are well motivated by the ideas and resources presented through a well-thought-out curriculum. Indeed, many activities accurately reflected the school motto of 'Bringing learning to life both inside and out!' Pupils relish their learning at this school. This was evident in a series of outstanding lessons in the Year 6 classes on explanatory writing. The different use of questions and challenges by teachers to explain how to succeed was inspired. As in most lessons, pupils could hardly wait to join in and share their thoughts and ideas.

Staff's high expectations of pupils' progress are reflected in the fact that pupils know what they need to do to improve. Teachers always take the chance to reinforce, during lessons or through their marking, what the pupils need to learn next when the opportunity arises. Pupils with disabilities and those with special educational needs are equally well taught, both in class and in extra support sessions. Teaching assistants make an important contribution to this high-quality support. In the most effective lessons, the careful planning is implemented with enthusiasm and care, and learning objectives are used highly effectively. This was clear in a Year 3 mathematics lesson on solid shapes. The pupils were enthusiastic and spoke confidently about using different strategies to calculate their answers. The teacher's excellent use of praise and attention to detail was a reflection of the way in which, in almost all lessons, teachers take all learning opportunities that arise.

The range of opportunities that pupils are given, through the vibrant curriculum and through the support given to different groups, is outstanding. All skills are enhanced. Pupils are particularly excited by the extra-curricular activities and the many visits. As a result, the atmosphere for learning created by the whole staff is excellent and caring. As a parent wrote, 'My child has always liked going to school but since starting at this school he loves going to school and is more confident and enthusiastic about learning. He frequently comments on how kind and friendly the staff are and he loves the extra clubs they organise.' The curriculum also promotes pupils' spiritual, moral, social and cultural development extremely well. However, whilst pupils know they live in a wide and diverse culture in the United Kingdom this aspect of their understanding is less well developed than others.

### **Behaviour and safety of pupils**

The behaviour of pupils in class and around the extensive grounds and school is outstanding. Scrutiny of behavioural records and discussions show that this is typical over time. Pupils say that bullying is rare and where there was some name calling in the past this had been effectively dealt with by adults in the school. They have a very good understanding of what constitutes different types of bullying and have a particularly strong understanding of cyber bullying and internet safety. They are confident that if any issues or concerns around bullying did arise, they would be dealt with swiftly and sensitively. The school has devised a curriculum that focuses strongly on pupils working with others. As a result, throughout the school, pupils are enthusiastic learners. They make an exceptional contribution to their own learning. Attendance is high as pupils enjoy all their time at school.

Almost all parents and carers report that standards of behaviour in the school are high and they all agree that their children are kept safe at all times. Pupils, too,

agree. They show very caring attitudes to each other and know there is always someone they can turn to in moments of difficulty, either academic or personal. They acquire an extremely good awareness of how to keep themselves and others safe. Pupils were keen to show how much they enjoy the responsibility of the school council or prefects. The council is justifiably proud of the input it has made to effect changes, such as the new outside benches, and spend the budget from the excellent school parent teacher association very effectively.

## **Leadership and management**

Exceptional leadership and management, epitomised by the hugely experienced headteacher, provide the school with a sharp focus on improvement and a shared vision for future development. Self-evaluation is very accurate and informs high-quality strategic planning that provides a clear path for the successful implementation of its aims. School leaders have developed an environment in which there is a constant drive to raise achievement. The rigorous analysis of assessment data enables leaders to focus their attention sharply on ensuring every pupil realises their potential.

The governing body provides outstanding strategic direction and has been determinedly involved in the school's drive for further improvement. The governors provide a high level of challenge to school leaders, regularly analysing the performance of pupils and monitoring improvement. These features underpin the school's strong capacity for further improvement.

Teamwork is excellent and everyone, including the teaching assistants and administrative team, are considerable assets to the school and very much appreciated by all concerned. The school has raised the involvement of middle leaders who, through their whole school targets, have successfully managed a wide range of initiatives to enthuse learners. The outstanding curriculum is broad and exciting with well-developed provision for the needs of all pupils, using a range of technology to enhance learning. It builds continuously on pupils' previous learning. Parents and carers are very appreciative of the wide range of extra-curricular activities available for their children.

Leaders' and managers' impact on pupils' spiritual, moral, social and cultural development is extremely positive. Through their committed ethos, leaders and managers promote a strong climate for pupils to work and play together harmoniously. This high-quality practice and the supportive atmosphere for pupils' learning and personal development reflect the school's rigorous attention to promoting equality of opportunity and tackling discrimination. Excellent attention is paid by managers at all levels to ensure the highest quality of safeguarding for the pupils.

School leaders have worked very effectively to engage with parents and carers who are always welcomed into the school. The vast majority of parents and carers say that their views are sought and acted upon, and they are kept very well informed of the progress of their children. As one parent wrote, 'Reigate Priory is an exceptional school. The leadership and teaching are second to none. My daughter is off to secondary school a confident and well-rounded individual. She has reached the

academic standard we hoped she would and has had a very happy time at this caring school.'



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



6 July 2012

Dear Pupils

### **Inspection of Reigate Priory Community Junior School, Reigate RH2 7RL**

Thank you for welcoming us to your school. We really enjoyed our time with you and would now like to tell you what we found out about your school. We agree with what those of you we spoke to told us – Priory is an outstanding school. These are the main reasons why we thought the school was excellent.

- You make outstanding progress and really try hard at all times. We were very impressed that you knew what to do to make your work even better.
- We saw that you know you are especially lucky to have so many different activities, inside and out, both during and after school.
- Your headteacher and staff do a tremendous job in organising the school.
- You all really enjoy being in school. Many of you try very hard to help others. For instance, the school council and prefects do a super job.
- You behave exceptionally well, work hard and listen carefully to your teachers – all of this helps you to succeed.
- All the adults in the school look after you very carefully. They always make sure that you get help if you need it.

Even in outstanding schools there are some things that can be even better. We have asked your teachers to make sure that they find further ways to help you to understand more about how other people live in the United Kingdom.

You must continue to listen carefully and take note of what teachers say. Then you will all continue to make excellent progress in your learning.

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

Yours sincerely

David Marshall  
Lead inspector

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