

Reigate Parish CofE(Aided) Infant School

Blackborough Road, Reigate, Surrey, RH2 7DB

Inspection dates 16–17 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Attainment is outstanding. Pupils' results in reading, writing and mathematics are above those of most schools nationally and have been for a number of years.
- Almost all pupils, including vulnerable groups, make good and often exceptional progress from their starting points.
- Teaching and learning are outstanding. Nearly all teaching observed was good with much that was outstanding in all years.
- There is a strong sense of community through the spiritual, moral, social and cultural aspects of the school. This includes raising funds and getting involved in local events.
- Pupils are polite and courteous. They feel safe and happy. Their attendance is above that of pupils in most schools.
- All leaders are dedicated and aspirational. They have high expectations of what the pupils are capable of achieving. They have continued to improve the effectiveness of the school since the last inspection.
- Behaviour in lessons is outstanding with pupils showing a high level of respect for each other when working together. There are excellent relationships between pupils and all adults.
- Governors know the school well. They have an accurate idea of the school's strengths and areas of development. They ask challenging questions and hold the senior leaders to account.
- There are excellent opportunities for parents and carers to become involved in the school. Throughout the day there are opportunities for pupils to develop their interests through various clubs.

Information about this inspection

- Inspectors observed 16 lessons of which nine were jointly observed with the headteacher.
- Inspectors considered a range of evidence including: the school’s development plan and self-evaluation, monitoring reports, policies on child protection and special educational needs, case studies, pupil premium records, attendance records, minutes of governing body meetings, governors reports, school council minutes, safeguarding information, classroom displays and records relating to behaviour and safety.
- Meetings were held with a group of pupils, the headteacher, the senior leadership team, members of staff, the Chair of the Governing Body and several other members, and a representative of the local authority.
- Inspectors attended an assembly and observed a break time, lunchtime and the breakfast club.
- Inspectors took into account 47 responses to Parent View, the online questionnaire, discussions with parents and carers and a parents or carer’s letter. Inspectors took account of the views of staff in 19 questionnaires.
- Inspectors looked at the school website.
- Inspectors analysed information on pupils’ achievement across the school over the past three years and the school’s own achievement data.
- Inspectors looked at samples of pupils’ work, listened to a number of pupils read in Years 1 and 2 and observed the teaching of phonics.

Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Victoria Turner

Additional Inspector

Full report

Information about this school

- This is a smaller than averaged sized infant school.
- Children join the Early Years Foundation Stage full time in Reception.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils eligible for free school meals, those in local authority care and those with a parent or carer in the armed forces, is well below average.
- The large majority of pupils are from White British backgrounds with a small number of pupils coming from a range of different ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is average and about one in 10 in the school. The proportion of those who are supported through school action plus and of those with a statement of special educational needs is below average and about one in 36 within the school.
- There is no alternative or off-site provision.
- The breakfast club is managed by the school.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - ensuring that there are sufficient planned opportunities for pupils to use their writing and mathematics skills in other subjects
 - teachers reinforcing pupils' literacy targets through other subjects.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils enter Reception with abilities and skills in line with expectations for their age but by the time they leave Reception, pupils exceed national expectations showing that they make at least good and often outstanding progress. Pupils continue to make good or better progress in all years throughout the school.
- Attainment by the end of Key Stage 1 for the past six years has been significantly above average in all subjects as well as reading, writing and mathematics. School data show that the current Year 2 pupils are continuing this trend of outstanding attainment.
- The gap is closing between boys and girls in writing. In tackling this, the school changed the curriculum to ensure that boys are far more engaged to develop their writing from Reception to Year 2.
- Pupils who have English as an additional language are very small in number but because of the teaching, there are excellent opportunities to develop their speaking, listening and writing skills in lessons. With the good support of teaching assistants and appropriate resources these pupils are able to converse and take part in lessons. As a result they make rapid progress compared to their peers nationally in Key Stage 1 and the same as their peers in school.
- Effective monitoring of pupils' achievement is overseen by the senior leaders. Class teachers, as well as the pupils, have ownership for the next steps in their learning. During lessons, pupils are given many opportunities to develop and report if they have met their own targets. This is done consistently and successfully across reading, writing and mathematics, in all years.
- Although small in number, disabled pupils and those with special educational needs do better than their national counterparts and over the past few years almost as well as their peers in school by the end of Key Stage 1. Support is in place at an early stage and with the help of skilled teaching assistants in class and learning support assistants in small groups out of class, these pupils make excellent progress from their starting points. Outside agencies, such as those offering occupational, physical and speech therapy, are used to good effect for those pupils who have specific learning, physical and emotional needs.
- Gaps are closing rapidly between those pupils who are eligible for free school meals and those who are not. Although a small number, pupils who are eligible for the pupil premium reach higher standards than similar pupils nationally because of the careful way in which the funding is used that enables them to make better than expected progress.
- Pupils read widely and often within various lessons. They are supported by parents and carers at home and have individual reading records which are monitored by the school. Pupils from Year 1 read with confidence to the inspectors, using their good knowledge of letters and sounds. They were very keen to discuss their chosen books using pictures to help them understand the text. More-able Years 1 and 2 readers had an exceptional understanding, identifying characters and plots within fictional stories. Their reading ability is well above their chronological age. As a result, the results of the phonics screening check for pupils in Year 1 were well above those found nationally.

The quality of teaching

is outstanding

- During the inspection nearly all the lessons observed were outstanding or at least good because pupils made excellent progress. Teachers had high expectations and shared with pupils what is expected of them by the end of the lesson and over time. They were ably supported with information technology resources to enhance learning. Pupils' work is regularly reviewed to ensure they are making more-than-expected progress so the school maintains their high levels of achievement.
- Assessment information is used very effectively by staff to improve pupils' progress by identifying what they have learnt and what they could learn next. There are many planned

opportunities for pupils in Key Stage 1 to improve their own learning by being involved in their own assessments along with their peers.

- In the Reception class lessons are vibrant, lively and active. Different ways of learning are used effectively to meet the needs of the pupils. Various areas of learning are available both indoors and outdoors. For example, pupils were investigating speed using water down drainpipes with plastic ducks. Specific vocabulary is used by pupils that is linked to their activity and builds on their experience. When pupils were learning about different types of animals a group of pupils constructed a zoo with Lego making 'enclosures' for them to keep them 'safe' and 'secure.'
- In all the classes, disabled pupils and those with special educational needs are quickly identified and supported extremely well by well-qualified teaching assistants. A good example was seen in a Year 2 class, where pupils were given the appropriate resources to tackle ways of recording data through a tally chart and making a bar graph. Interventions are in place for those pupils who need more support, with learning support assistants who have specific skills helping vulnerable pupils make at least good progress from their starting points.
- Pupils who are entitled to pupil premium funding are supported through various programmes to improve their achievement and ensure they are making at least good progress in reading, writing and mathematics.
- Teachers have excellent subject knowledge. They use the correct mathematical and grammatical language and so contribute to the outstanding progress made in lessons. Through good open ended questioning they challenge pupils' thinking. For example, in a Year 1 lesson pupils had the opportunity to collect data linked to their minibeast topic and questions helped them to analyse information, to ensure they understood which was the 'most', 'least', 'largest' and 'smallest'. There are opportunities for pupils to extend their literacy and numeracy skills through other subjects, although pupils' targets are not reinforced clearly.

The behaviour and safety of pupils are outstanding

- Relationships are very strong between pupils and staff and between each other. Pupils know who to go to if they have worries about any issue. Pupils reported that adults in school deal with their concerns effectively. During lessons, pupils of all ages have excellent attitudes towards supporting each other in their learning whether in groups or in partner work. In Reception, pupils shared equipment well and took turns, waiting patiently when playing skittles and counting how many they had knocked down.
- Behaviour in the playground is excellent and pupils respond well to the expected routines each lunchtime and break time. An atmosphere of mutual trust and respect has been created.
- Pupils also have excellent attitudes towards learning. Even in the very few lessons that were not as good as the best, they were able to stay on task for sustained periods. In the outstanding and good lessons this was the case because they were interesting and the pupils were keen to do well.
- The overwhelming majority of parents and carers believe their child is happy and safe at school. Pupils report that they feel safe in school. They are aware of what bullying means and the different forms of bullying. They know they can speak to an adult if they are aware of bullying taking place.
- Pupils' social, moral, spiritual and cultural development is strong. Reward systems are in place to encourage pupils to do their best. The parent association organises events and raises funds that support pupils' cultural learning, such as an African drum workshop and a Bollywood workshop.
- Pupils have an opportunity to be part of the school council. They are democratically elected by their peers. As part of their role, they have delivered an assembly which has informed pupils about how to keep safe in the school car park. Pupils are aware of the routines on keeping safe in school such as responding to fire drills, the use of computers and protecting themselves in the sun by wearing hats.
- Attendance is high, punctuality to lessons is good and there are no exclusions.

The leadership and management are outstanding

- Senior leaders and the governors have taken effective steps to improve many aspects of the school's work since the last inspection. They have taken action to enhance the tracking of pupils' progress and the quality of teaching and learning so that there are better outcomes for all pupils. The local authority provides light touch support for this outstanding school.
- Effective management of teachers' performance and the observation of learning by the headteacher and other leaders have led to the improvements in teaching, resulting in outstanding teaching and learning taking place on a regular basis.
- All school staff share the drive and vision for high standards. The headteacher has supported and provided training for leaders with particular responsibilities to develop their areas. The teaching assistants and learning support assistants have relevant training to enhance their work with pupils. There is a shared approach to learning and along with the support staff, teachers plan effectively to meet all pupils' needs, identifying the underperformance of individuals or groups and taking action accordingly. As a result, the school is successfully eliminating inequalities between different groups of pupils.
- The vast majority of parents and carers are supportive of the school because they believe that they and their children feel valued. Parent volunteers take an active role in pupils' learning. A regular parent forum is in place to share parent concerns and discuss possible solutions. During the inspection there was an open afternoon for the whole school, where many parents and carers came in to support their children as they went to meet their new teachers for next year. Excellent transitional arrangements are in place with local schools when pupils leave at the end of Key Stage 1. Pupils who have additional needs get further support to make sure they settle in their new school.
- A vibrant, creative curriculum is enriched in every year group, with visitors and trips to support it. There are excellent opportunities for cross-curricular activities to take place, such as a design and technology day, making a Victorian room in a shoe box. However literacy targets are yet to be reinforced consistently to ensure pupils understand the need to write for different purposes through other subjects.
- The school provides a breakfast club for working parents and carers where themed mornings take place such as a French breakfast where they provide croissants as part of their meal.
- There is a variety of lunchtime and after-school clubs which include tennis, French and gardening.
- **The governance of the school:**
 - Members of the governing body play a significant role in driving the school forward. With support from the local authority, governors are heavily involved in monitoring the headteacher's performance. They have attended training which has helped enhance their role. Members of the governing body bring a variety of experience, which is used to good effect when monitoring the finance of the school. They know about the quality of teaching and making checks on arrangements for the performance of teachers in order to inform salary decisions. Through attending school other than at usual meeting times, they make regular checks on other aspects of the school's work including how the pupil premium funding is used to good effect and monitoring aspects of the curriculum. They are very aware how funding has been spent and what impact it has on those pupils it should help. They have an excellent understanding of data and how it informs them of pupils' achievement and allows them to hold the senior leaders to account. Governors and leaders have a shared vision and ethos which ensure that all groups of pupils have the opportunity to succeed. They meet their statutory requirements for safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125196
Local authority	Surrey
Inspection number	413333

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 of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Deborah Arnold
Headteacher	Frances Davis
Date of previous school inspection	18 June 2008
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