

# Reigate Parish Church Primary School

Blackborough Road, Reigate, Surrey RH2 7DB

## Inspection dates

18–19 June 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher has a vision of excellence for the school. Leaders' high expectations have ensured that the school continues to offer an outstanding quality of education to its pupils.
- Leaders at all levels are highly committed. Middle leaders are talented and expected to drive improvement in their particular area of responsibility.
- Governance is a strength of the school. Governors take their roles seriously. They are well informed and understand their responsibilities very well.
- Safeguarding is effective. The very large majority of parents are very positive about the care that staff afford their children.
- Pupils enjoy learning because teachers and support staff make learning meaningful, both in and out of the classroom.
- Pupils make strong progress in a range of subjects because the quality of teaching, learning and assessment is outstanding. This is true in all phases of the school.
- Children get off to a strong start in the early years. Most are well prepared for the rigours of Year 1 by the time they leave Reception.
- Pupils from disadvantaged backgrounds do very well at this school. Leaders' expectations of academic achievement are equally high for all pupils, no matter what their ability or background.
- Pupils' social and emotional development is given a high priority. Staff work hard to ensure that pupils understand how to become successful learners.
- Pupils enjoy coming to school. Most behave in an exemplary manner. Rates of attendance are particularly high compared to other primary schools nationally.
- Teaching support staff are used effectively to facilitate learning. Leaders use this valuable resource wisely to support vulnerable pupils, as well as supporting those in danger of falling behind.
- Leaders are aware that growing proportions of pupils with special educational needs and/or disabilities (SEND) will necessitate timely training and additional resources for all staff over time.
- The curriculum is bespoke and has been designed specifically for the school's current pupils. Leaders are focused on developing the curriculum further as the school expands.

## **Full report**

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

- Ensure that staff have access to the training and resources required to support the rapidly increasing proportion of pupils with SEND who attend the school.
- Continue the successful work on developing the curriculum, to ensure that it meets the needs of all pupils as the school expands to become an all-through primary school.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher leads with determination and commitment. Her successful partnerships with other leaders and governors have ensured that the school has remained outstanding through a period of change.
- Middle leaders play a strong part in maintaining the high quality of provision across all aspects of the school. They understand their roles well. All are very clear that they are expected to lead and manage their own specific areas of responsibility. As a result, the school is continuing to improve as it grows and the roll increases.
- Pupils talk with great enthusiasm about what they learn, because leaders have designed a programme of learning that engages and motivates learners across all phases of the school.
- Although constantly evolving, the curriculum is a strength of the school. It is bespoke and designed by leaders to meet the specific needs of the pupils. Leaders are keen to ensure that this continues to be the case as the school expands.
- Pupils are well prepared for life in modern Britain. The school's Christian ethos is based on a clear set of values that support pupils in their daily life both in and out of the school. Respect and tolerance for the faiths and cultures of others sit at the heart of this.
- The school's extra-curricular offer is also very strong. Pupils benefit from a wide variety of sporting and activity clubs, including gardening, debating, sewing and a range of team sports. Residential trips linked to key topics and themes are woven throughout the key stage 2 curriculum.
- Additional funding for vulnerable pupils, including the growing number of pupils with SEND who attend the school, is spent wisely. Pupils from disadvantaged backgrounds do very well, because leaders give their academic and personal development the highest priority.
- Staff benefit from a wide range of professional development. This is particularly the case regarding the teaching of curriculum subjects. Leaders have identified that the growing number of pupils with SEND who attend the school brings additional challenges to staff, which will need careful management in the future.

### Governance of the school

- Governance is a great strength. Governors are dedicated and know the school well. Their focus on supporting leaders to maintain the outstanding quality of education through the ongoing expansion from infant to a full primary school has been successful.
- Governors know their role is strategic in nature. They are knowledgeable about their individual responsibilities, not least because they have attended a wide range of governor training, much of it facilitated by the diocese.

## Safeguarding

- The arrangements for safeguarding are effective. Systems to keep pupils safe are well established. The school has a caring culture. Staff understand what to do if they have concerns, because they have been trained appropriately and understand their responsibilities to keep children safe.
- Day-to-day routines such as those at the start and finish of the day are sensible and ensure that the school site is safe. Support staff understand their roles well. Checks on visitors to the school are robust, as are all aspects of checks on volunteers and pre-employment checks on staff.
- Pupils told inspectors that they feel safe in school. All parents who spoke to inspectors said that they felt their children were safe in school and that staff cared for them well. The very large majority of parents who responded to Ofsted's online survey expressed the opinion that their children felt safe in school.

## Quality of teaching, learning and assessment

## Outstanding

- Classrooms are lively places where relationships are strong, and staff have high expectations of pupils' behaviour and engagement in learning. Because of this, pupils are making excellent progress in all phases of the school. This includes in key stage 2, where leaders have ensured that the quality of teaching, learning and assessment has remained consistently strong as additional year groups have been added year on year.
- Teachers have excellent subject knowledge. Leaders ensure that the professional development of staff focuses on whole-school priorities, such as in mathematics and physical education, for instance. Staff are also able to call upon the expertise among colleagues for additional guidance in subjects such as music and French.
- Teachers deliver well-planned and structured lessons and take great pride in their work. In turn, pupils are proud of their school, happily sharing their learning with others in the class, or with inspectors during classroom visits and on the playground.
- Classroom routines are well established across the school. There is a high degree of consistency in the way lessons are delivered and the way sessions are timetabled. Pupils understand what is expected of them because staff make their intentions clear.
- Teaching support staff are used well to facilitate learning. Teachers ensure that additional staff are actively engaged in making sure that pupils are on task and working well, both in and out of the classroom. This includes pupils who need additional support and those with SEND.
- Classroom visits showed that pupils are highly motivated to do well. This is particularly the case with older pupils, who show mature attitudes, and the ability to use a wide range of sophisticated language in their work. Inspectors were treated to numerous examples of this, with pupils showing empathy and sensitivity in their writing, and using words such as 'anomaly' in the correct context.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are confident and self-assured learners because staff understand the importance of developing this aspect of pupils' development. As a result, pupils are hungry for knowledge, and very keen to learn about new things.
- Pupils' emotional resilience and sense of well-being are supported well by the day-to-day curriculum and through special events and celebrations throughout the year. This includes 'values' assemblies, or through relationships education, linked to the school's personal, social and health education scheme of work, as well as science and religious education lessons.
- Pupils learn about staying safe both in and out of school. They understand how to use the internet responsibly and know about the potential dangers of using social media, and the problems associated with online bullying, for instance.

### Behaviour

- The behaviour of pupils is outstanding. Most pupils behave exceptionally well and are polite and friendly to their peers. Pupils told inspectors that poor behaviour rarely impacts on their learning.
- Pupils are respectful to adults, including visitors to the school. They told inspectors that the school is a fun place to be, but that staff have high expectations and that poor conduct is not tolerated by staff.
- The attendance of pupils compares very well to other primary schools nationally. Rates of absence, including persistent absence, are very low, being broadly half that of other primary schools.

## Outcomes for pupils

**Outstanding**

- Pupils make very strong progress across all phases of the school. This is the case in a range of subjects, including in reading, writing and mathematics. As a result, pupils achieve exceptionally well, with large proportions attaining above age-appropriate levels across the school.
- Pupils' phonics skills are developed well in early years and in key stage 1. Most achieve the expected standard in screening checks by the end of Year 1. Consequently, pupils' reading skills develop quickly, enabling them to access the curriculum and enjoy their learning across a range of subjects.
- Outcomes at the end of key stage 1 continue to be very strong. This is true in reading, writing and mathematics, where most pupils achieve at age-related levels, and a significant proportion achieve a greater depth of learning.
- Pupils continue to make strong progress in key stage 2. Current pupils have maintained the excellent progress they made during key stage 1 because leaders have ensured

that teachers' expectations are high, and pupils in danger of falling behind are supported in a timely manner.

- Pupils from vulnerable groups are supported well both academically and with their personal development. This includes the growing number of pupils with SEND across the school, and the few pupils from disadvantaged backgrounds, most of whom make equally strong progress to other pupils in the school.
- The school is successful at developing more than just pupils' academic achievements. Leaders aspire for pupils to become confident and 'rounded' individuals by the time they leave the school. The current Year 5 group will be the first to have experienced an all-through education at the school. Evidence showed inspectors that leaders' aspirations are likely to be met with this pupil group, as well as for the pupils who will follow them.

### **Early years provision**

### **Outstanding**

- Children get off to an excellent start in Reception because the quality of the early years provision is outstanding. This has been the case over time because leadership and management in this phase of the school is consistently strong.
- Staff are knowledgeable. They know about early childhood development and how children learn. Their expectations of what children can achieve are high. Aspirations are equally high for all children in the early years, no matter what their backgrounds.
- Children enjoy their time in early years because staff design exciting opportunities for them to learn through child-initiated exploration, as well as through adult-led activities. As a result, children are both inquisitive and confident in equal measure during their interactions with each other and staff.
- Children behave well in the early years. Routines are well established and understood by all. Children are friendly and interact well with each other, including children with complex needs. Their welfare, health and safety are given a high priority by all staff.
- Leaders track the achievements of children well in Reception. Systems to monitor progress across the curriculum are fit for purpose and used well by staff to plan learning. As a result, the proportions of children achieving a good level of development by the end of Reception are consistently high over time and compare very favourably to other primary schools nationally.
- Parents are very positive about the early years. They think that their children are cared for well and that staff treat each child as an individual. Parents who talked to inspectors were also positive about additional support that children with SEND receive in Reception.

## School details

Unique reference number	125196
Local authority	Surrey
Inspection number	10102014

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The governing body
Chair	Duncan Barkwith
Headteacher	Frances Davis
Telephone number	01737 244 476
Website	<a href="http://www.reigate-parish.org.uk">www.reigate-parish.org.uk</a>
Email address	<a href="mailto:info@reigate-parish.surrey.sch.uk">info@reigate-parish.surrey.sch.uk</a>
Date of previous inspection	16–17 July 2013

## Information about this school

- This is an average-sized primary school. As a school with a distinctive Christian ethos, the school was last subject to an inspection under section 48 of The Education Act 2005 in May 2018.
- The school was judged to be outstanding at its last inspection in July 2013. At that time, it was an infant school with 180 pupils on roll. The school has gradually expanded into a new key stage 2 building since September 2016, adding one form of entry each year. Currently, there are two classes in each year group from Reception to Year 5.
- Most pupils are from White British backgrounds. There are small numbers of pupils from other ethnic backgrounds.
- The proportion of pupils with an education, health and care plan is higher than the national average in primary schools. The proportion of pupils known to be supported by the pupil premium is much lower than the national average in primary schools.

## Information about this inspection

- The school was selected for inspection under section 8(2) of the Education Act 2005. The inspection was subsequently deemed to be a section 5 inspection under the same Act by Her Majesty’s Inspector and a full section 5 inspection was then carried out.
- Classrooms were visited on both days of the inspection. All classes were visited at least twice. During classroom visits inspectors observed teaching and learning, assessed the quality of pupils’ work, and talked to them about the progress that they were making. Most classroom visits were accompanied by senior leaders.
- As well as looking at pupils’ work in classrooms, a separate sampling of pupils’ work in mathematics and English was undertaken together with the English and mathematics subject leads, accompanied by the headteacher.
- Pupils’ behaviour was observed in classrooms and as they moved around the school. This included at the start of the school day and at break and lunchtime.
- An inspector attended a collective act of worship, heard pupils read, and met with a representative group of pupils to gather their views of the school.
- Meetings were held with senior and middle leaders, the school’s administration assistant, and the chair of governors accompanied by seven other governors. Some members of the governing body attended the meeting via a telephone link.
- The lead inspector met with a representative of the diocesan board and held a telephone conversation with the school’s education consultant.
- Inspectors talked to parents in the playground at the start of each day of the inspection. Inspectors took into account 184 replies to Ofsted’s parent survey. Inspectors also considered two letters submitted by parents.
- A wide range of policies and records was scrutinised, including those regarding the safety, behaviour and attendance of pupils. The school’s self-evaluation, development planning and information about pupils’ outcomes were considered. Minutes of governing body meetings and notes of visits from the school’s education consultant and the diocese were also reviewed.

## Inspection team

Clive Close, lead inspector	Her Majesty’s Inspector
Clementina Aina	Ofsted Inspector
Kevin Parfoot	Ofsted Inspector

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