

# Inspection of St Peter's CofE Infant School

Tandridge Lane, Tandridge, Oxted, Surrey RH8 9NN

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Inspection dates: 5 and 6 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

Pupils flourish at this nurturing school. The school's strong Christian ethos permeates all aspects of school life. The school values are understood by all. Adults are committed to developing well-rounded individuals. Pupils are proud of their school and enjoy looking after the environment, attending gardening club during lunchtimes.

Adults have high expectations of all pupils. This sense of purpose leads to pupils immersing themselves in their learning. Pupils take pleasure in the opportunities across the curriculum they have to become more knowledgeable. They are keen to share what they have learned, asking thoughtful questions and giving well-thought-out answers.

Pupils behave exceptionally well. They enjoy coming to school. Pupils are kind and caring. During playtimes, they are quick to ask a pupil sat on the friendship bench to play. Bullying is extremely rare. If it does happen, adults sort it out quickly.

Pupils are encouraged to become responsible citizens, who contribute to society. They enjoy taking on leadership opportunities, like being team captains and school councillors. Pupils enjoy participating in the range of clubs available, such as performing arts and football. They relish the exciting educational trips they attend, like Gatton Garden and designing Japanese gardens to learn about patterns in mathematics.

## **What does the school do well and what does it need to do better?**

Leaders have designed an effective curriculum. This begins in the early years where leaders have connected what children learn to the subjects in Year 1. In nearly all subjects, teachers plan together to ensure that lessons build on what pupils already know. This is highly effective and pupils' understanding builds over time. For example, in geography, pupils in Year 2 can confidently describe the differences between Tandridge and Washington DC.

In most subjects, teachers are knowledgeable about what they teach. They confidently check pupils' understanding and provide additional support for pupils at risk of falling behind. As a consequence, expectations in these subjects are high. For example, in Reception, children confidently record their findings when exploring which objects float.

Leaders have set out what pupils are to learn in mathematics and reading. They ensure staff have the knowledge they need to support pupils. Teachers use ongoing checks to identify what pupils know and remember. Pupils requiring additional support are spotted and provided with the help they need. Pupils with special educational needs and/or disabilities (SEND) are accurately identified. Teachers

breakdown tasks and provide additional resources to ensure pupils with SEND learn confidently alongside their peers.

Pupils are enthusiastic readers. Teachers use high-quality texts throughout the curriculum to excite pupils' interest. As a result, pupils enjoy listening to their teachers read and many are inspired to read books by the same author. The school's phonic programme ensures there is a highly consistent approach to early reading in all classes. Adults carefully choose the books pupils read to match the sounds they are learning. This leads to pupils becoming confident, fluent readers quickly.

Leaders are still developing a small number of subjects, including music. In these subjects, leaders have identified the knowledge pupils are to learn but they have not yet linked learning across all year groups, including early years. As a result, in these subjects, pupils do not learn quite as well as they could.

The provision for personal development is exceptional and woven through all aspects of the school life. As a result, pupils embrace diversity. They are knowledgeable about different religions, cultures and beliefs. For example, Year 2 visited a local mosque as part of a recent religious education topic. Pupils recognise that not all people have the same views as them. They have access to a rich and wide set of opportunities to be active citizens. For example, as part of the '52 lives' project, they make gifts to send to a person experiencing hardship.

From the early years onwards, pupils engage purposely with each other. Adults ensure children learn the routines and expectations of the school. The school's golden rules are well known by all pupils. Those requiring additional social and emotional support are well supported by adults. As a result, classrooms are calm places to learn. Pupils listen intently and work hard. They are rightly proud of their work. This makes for a harmonious environment, where pupils are confident to express themselves.

Leaders, including governors and staff, are proud of their school. They are highly ambitious for all pupils. Leaders at all levels provide high-quality challenge and support. They have an accurate view of the strengths of the school and what they need to do next. Leaders ensure staff have access to high-quality training and support. This is valued by staff, who feel well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils learn how to stay safe through the curriculum. They have age-appropriate knowledge of using the internet safely. The school's newsletter provides parents with weekly online safety updates.

Leaders have created a culture of vigilance. Leaders ensure that staff have training and regular updates on possible risks to children. Staff can recognise the potential signs of abuse. They are clear about what to do to report a concern. Leaders

communicate well with external agencies to make sure that families get the right support when they need it.

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

### **(Information for the school and appropriate authority)**

- Leaders' work to review the curriculum is not quite complete. They are still developing a small number of subjects, including music. This means that pupils are not always able to link prior learning to new concepts. Leaders should ensure that they complete their work to set out the component knowledge pupils need to learn in all subjects.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	125197
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10228472
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Annette Schmidt
<b>Headteacher</b>	Lenia Greenaway
<b>Website</b>	<a href="http://www.stpetersinfant.org">www.stpetersinfant.org</a>
<b>Date of previous inspection</b>	31 January 2008

## Information about this school

- The school is part of Southwark diocese.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with members of the governing body and had telephone discussions with representatives of the local authority and diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and science.

- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors considered responses to the pupil survey. They met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors scrutinised a wide range of information, including a selection of the school's records. Inspectors spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. Inspectors spoke to the safeguarding leader about the recording and reporting of safeguarding incidents.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Parent View. They also took account of staff and pupils' responses to Ofsted's online questionnaire.

### **Inspection team**

Laura James, lead inspector

Her Majesty's Inspector

Scott Reece

Her Majesty's Inspector

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