

Inspection of Limpsfield CofE Infant School

Limpsfield Common, Westerham Road, Oxted, Surrey RH8 0EA

Inspection dates: 9 and 10 July 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 11 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 graded inspections under section 5 of the Act. 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 graded inspection.

What is it like to attend this school?

A culture of positive praise enables pupils to thrive in this warm and caring school. Pupils try their best because their individual successes are celebrated by staff that know them very well. Pupils understand what is expected of them and rise to high standards of behaviour and effort. They take turns when playing and treat each other with kindness and respect.

In assemblies, pupils joyfully sing songs of positive affirmation about being 'wonderful and marvellous'. They proudly show off their work and talk eagerly about the famous artists and important people they learn about. The school supports the needs of each pupil to ensure that they receive a good start in education. Pupils receive effective support to learn to read. As soon as children join the school in Reception, they learn the letters and sounds they need to read new words. Each classroom has a vibrant display of interesting books for pupils to enjoy reading. Pupils sit enthralled as they listen to staff read exciting tales about characters who make a positive change in the world. Engaging texts provide a stimulus for learning in the classroom. Consequently, pupils develop a wide and impressive vocabulary to talk about learning.

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

The school has been through a number of recent changes in leadership and staff. New leadership has brought stability and instilled a sense of professional challenge. Alongside strong governance, leaders have a clear understanding of the school's priorities. They check that actions have a positive impact on pupils' learning. Staff have received extensive training to enable them to deliver a revised school curriculum. This has been enhanced through a partnership with a local school where staff share ideas and resources. Parents and staff speak very highly of the renewed sense of community with pupils' best interests at the very heart of it.

The schools' curriculum places an emphasis on pupils learning important literacy and mathematical skills and knowledge. In these subjects, pupils learn a well-ordered sequence of important knowledge and skills. Children in Reception make a strong start, quickly learning to read and use numbers confidently to count and solve problems. Across the school, most pupils read and write with precision and fluency and are well prepared for their next stages of learning.

Staff regularly check how well pupils understand what they are learning. However, teaching is not always designed to address gaps in pupils' knowledge and skills, such as errors in spelling. This means some pupils do not learn as well as they could. In addition, the curriculum in some subjects does not emphasise the most important skills and knowledge. This means teachers do not always help pupils apply what they have already learned to new topics and links between ideas are not explored in sufficient depth. This impacts on how well some pupils remember and are able to use their prior learning.

Staff work with parents of pupils with special educational needs and/or disabilities (SEND) to ensure that pupils receive support to learn well. Inclusive practice is evident in the respectful way in which pupils with SEND are fully included in school life. Staff use Makaton and symbols to help pupils communicate their needs and fully participate in learning. Pupils with SEND play happily with their friends, supported by adults when needed. Consequently, pupils are engaged, calm and settled. Staff understand how to shape learning to enable pupils to work towards outcomes in pupils' education, health and care plans. Pupils with SEND achieve well.

Expectations of pupil behaviour and attendance to school are high. Most pupils understand the clear and consistent routines of the school day. A small number of pupils need additional help to manage their emotions. Plans set out the thoughtful support in place. Most pupils attend school well because they do not want to miss out on learning. The school works creatively with families to encourage good attendance to school. This is largely successful for families receiving additional support.

The school values of 'peace, joy and love' are evident in the way the school promotes pupils' personal development. Pupils are unanimous in their views that everyone is 'equal but different' in this school. Difference is seen as a 'superpower' and pupils are proud to use their own unique 'superpowers' to help each other to learn. Pupils learn about keeping safe online and taking care when out in the community. During 'immersive arts week', pupils' spiritual development is interwoven with art. Beautiful displays adorn the corridors, displaying pupils' moving pieces of writing that talk about the importance of caring for the environment. Pupils enjoy looking after their community by litter picking in the local national park.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the most important skills and knowledge have not yet been clearly identified. This means that teaching does not always emphasise these key points and then help pupils to link them to prior learning. The school should ensure that all staff are clear on what pupils need to learn and remember across every subject in the curriculum.
- Teachers do not always identify and address gaps in pupils' understanding. This means some pupils do not learn as well as they should. The school should ensure that all staff have the skills and training they need to help pupils address misconceptions and improve their work.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125191
Local authority	Surrey
Inspection number	10321885
Type of school	Infant
School category	Voluntary aided
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair of governing body	Caroline Young
Headteacher	Sarah Lewis (Executive headteacher)
Website	www.limpsfield.surrey.sch.uk
Date of previous inspection	5 and 6 June 2013

Information about this school

- The school is part of the Diocese of Southwark. The last section 48 inspection of the school's religious character took place in November 2017.
- The school does not make use of any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. The lead inspector met with the representative of the governing body including the chair of the governors. They also spoke to a representative from the Dioceses of Southwark and from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, and history. For each deep dive, the inspector held discussions

about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also listened to some pupils read aloud to familiar adults. In addition, inspectors sampled pupils' writing across the curriculum and visited a number of other lessons across the school.

- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspector spoke with pupils about their experiences of school life. They also took account of the views of parents, carers and staff through conversations and responses to Ofsted's surveys.

Inspection team

Michelle Payne, lead inspector

His Majesty's Inspector

Mark Rivers

Ofsted Inspector

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