



Reigate Priory Community Junior School

Inspection Report

Unique Reference Number 125070
LEA Surrey LEA
Inspection number 281875
Inspection dates 3 July 2006 to 4 July 2006
Reporting inspector Lynn Bappa AI

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

| | | | |
|------------------------------------|--------------------|---------------------------|-----------------------|
| Type of school | Junior | School address | Bell Street |
| School category | Community | | Reigate |
| Age range of pupils | 7 to 11 | | RH2 7RL |
| Gender of pupils | Mixed | Telephone number | 01737 245065 |
| Number on roll | 574 | Fax number | 01737 221268 |
| Appropriate authority | The governing body | Chair of governors | Mrs Pamela Hutchinson |
| Date of previous inspection | 2 October 2000 | Headteacher | Mr Noel Lellman |

| | | |
|-----------------------------|---|------------------------------------|
| Age group 7 to 11 | Inspection dates 3 July 2006 - 4 July 2006 | Inspection number 281875 |
|-----------------------------|---|------------------------------------|

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Reigate Priory is a very large junior school in an affluent part of Surrey. Most pupils come from White British backgrounds although there are a small number of children from other European countries who speak English as an additional language. The percentage of pupils with learning difficulties and disabilities is below average. The school is housed in an eight hundred year old Grade 1 listed building, surrounded by a huge and very beautiful park, giving it a unique character.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 1

'It is a very special school in a unique setting.' This comment from a parent sums up this outstanding school where pupils blossom academically and personally. The headteacher's vision, shared across the school, is pivotal in moving the school forward. The lack of complacency and a determination to improve are revealed in the school's view of itself as good rather than excellent.

Standards are consistently high and pupils make excellent progress. Although results for higher attaining pupils in writing fell in the 2005 national tests, the school acted quickly and standards have already improved. Pupils' success in a wide range of subjects reflects the first class curriculum. As one parent commented, 'The school makes fantastic use of the historical aspects of the building to aid learning'. Teaching is consistently good, with some outstanding features, and pupils enjoy learning. Parents are very happy with the school and pupils talk enthusiastically about all it has to offer. Pupils are exceptionally well cared for and receive very good guidance and support. Consequently, they make outstanding progress in developing the personal skills and attributes which help them develop into thoughtful and mature young people. Their behaviour is excellent and relationships are very positive. Inspectors agree with the pupils' school council, however, that they could play an even more active part in helping to make decisions.

The school has an excellent capacity to improve even further. There were no weaknesses identified in the last inspection. In view of its numerous strengths, the school provides excellent value for money.

What the school should do to improve further

- Increase the influence of the school council.

Achievement and standards

Grade: 1

Pupils reach high standards and make excellent progress. They build very successfully on their above average standards as they enter Year 3. Standards in Year 6 have been consistently high over recent years and current pupils are on course to meet their challenging targets in English, mathematics and science. The proportion of pupils in Year 6 achieving the highest levels in writing fell in 2005. The school took direct, robust and successful action to ensure that more able pupils reach higher standards. As a consequence, writing seen during the inspection was of a high quality, with more able pupils consistently producing work at the highest levels. This work, together with the school's own data, indicates that current Year 6 pupils are making excellent all-round progress. Across the school, pupils with learning difficulties, and those learning English as an additional language, make similarly brisk progress as their classmates because they are very well supported. One parent described how pleased she was with the 'unbelievable progress' made by her child in two terms'. Success in

English, mathematics and science is not at the expense of other subjects. High standards are also seen, for example, in the foundation subjects, particularly in ICT, music, art and design, design technology and history.

Personal development and well-being

Grade: 1

Pupils make exceptional progress in their personal development because each is valued as an individual and given the confidence to succeed. Behaviour is exemplary; pupils get on very well together and have excellent attitudes to work. Levels of attendance are very good. Pupils know how to keep safe and healthy. They raise considerable amounts of money for charity or actively participate in schemes such as knitting teddy bears for Africa. They have many opportunities to take part in school life. The school council has some excellent ideas for improving the school. Inspectors agree with them, however, that they could be even more involved in contributing to the running of the school.

Pupils' spiritual, moral, social and cultural development is outstanding. Assemblies are occasions of inspiration and reflection and pupils enjoy them very much. One boy described his feelings when he climbed to the top of Snowdon - 'I felt speechless', he said. Pupils are also inspired by much of the work that they do and the impact of this can be seen in displays in every classroom and corridor. Pupils show an interest in learning about different cultures and the school is working hard to prepare them for life in a diverse world. It has recently gained a British Council International Award for its work in this area. By the time they are in Year 6, pupils are very well prepared for their future economic well-being and for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good and has some outstanding features. Teachers enjoy very constructive relationships with pupils who, in turn, want to do well, have extremely positive attitudes and make excellent progress. They enjoy their lessons and say they are interesting and fun. In Year 4, for example, a boy shared his enthusiasm for a poem by telling the class how it made him feel 'quite warm inside'.

Teachers' use of the 'Outdoor Classroom' is outstanding and provides pupils with a chance to use and develop a range of skills in a creative and stimulating environment. Year 4 pupils, for example, had an English lesson in the woods. They extended their vocabulary, imagining different purposes for natural objects and finding interesting adjectives to describe them. Teachers make excellent use of the historical building to enrich pupils' learning and bring it to life. Pupils say learning about Henry VIII is exciting because they eat lunch every day in a Tudor kitchen and have assemblies in a hall with a Tudor fireplace.

Teachers have been instrumental in helping the most able pupils improve their writing. Pupils say they like the opportunities to explore and share their ideas before having to write them down, and say they like being able to write on paper instead of in books because this 'is more like secondary school'.

Pupils say that teachers' comments on their work are helpful because they show them how to improve. Teachers are beginning to involve pupils more in assessing their own work but there is scope to develop this further. Year 6 pupils in English, for example, wrote a 50 word story and made their own evaluations of each draft. One girl explained articulately how she tried to find more 'grown up' words to say 'caught the thief'.

Curriculum and other activities

Grade: 1

The school provides a rich curriculum that underpins its vision of 'bringing learning to life - both inside and out'. It is innovative and adventurous, giving pupils an impressive range of opportunities, especially in music and sports. As one parent said, 'Teachers enjoy putting colour into children's lives'. The emphasis on outdoor education is a particularly strong feature of the curriculum. There are residential trips in every year group, and lessons regularly take place in the school garden and in the surrounding park. Teachers also make excellent use of the school's museum.

Pupils with learning difficulties and disabilities are well provided for. The programme for personal, social and health education is strong. The curriculum is enhanced by a very wide range of clubs and visits to places of interest. These help to motivate pupils and add to their enjoyment of school. The quality of extra-curricular music is stunning.

Care, guidance and support

Grade: 1

The school is a very welcoming place for children. Every pupil is known and treated as an individual. This is truly a school where every child matters. As one parent commented, 'I can't think of one day in three years that my daughter has not come home from school happy'. Children were quick to tell inspectors that they are very well cared for. Transition arrangements for joining the school in Year 3 and for going on to secondary school are very good. Robust procedures are in place for child protection, health and safety and risk assessments. Assessment procedures have been strengthened since the last inspection. This means that teachers quickly identify pupils, or groups of pupils, who are not doing as well as they should, and tackle any shortcomings. As a result, higher attaining pupils are now making much better progress with their writing. Support for pupils with learning difficulties or those who speak English as an additional language is very good.

Leadership and management

Grade: 1

Leadership and management are outstanding. The school's aims are very clear. Whilst pupils' academic achievement is a very strong focus, this is not at the expense of their personal development. There is a very strong commitment towards valuing each and every pupil. The atmosphere is calm and harmonious and there are clear and well understood daily routines. As one parent commented, 'The school fosters a very open, sociable and inclusive atmosphere'. Teamwork is of a very high quality and everyone plays a part in moving the school forward. The school has provided opportunities for parents to express their views and values their comments.

The headteacher sets very high expectations and is an inspirational leader who is supported by everyone. He knows the school's strengths and weaknesses very well and this is evident in the high quality of the school's self-evaluation.

Monitoring systems are effective and very good use is made of performance data to improve standards. Subject and year leaders play a robust part in monitoring and improving the quality of the curriculum and teaching.

The school is keen to improve even further. The success of the recent drive to improve writing provides a clear indication of the school's excellent capacity to improve. Governors have a good grasp of the school's strengths and weaknesses and provide an effective balance of support and challenge to the school. Financial management is very good and the school provides excellent value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

| | | |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | NA |
| The quality and standards in foundation stage | NA | NA |
| The effectiveness of the school's self-evaluation | 1 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 1 | NA |
| The standards ¹ reached by learners | 1 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 | NA |
| How well learners with learning difficulties and disabilities make progress | 1 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 1 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 1 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 1 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for the very friendly way in which you welcomed us to your school and showed an interest in what we were doing. We enjoyed talking with you during our visit and this letter is to tell you some of the things we found. We felt very privileged to hear some of you sing, both in assemblies and in the Showstoppers rehearsals. We especially enjoyed talking to members of the school council and to those of you who showed us your work. Thank you and well done!

These are the things we liked best about your school:* we think your school is an outstanding school. You make very good progress in your lessons because you work hard and your teachers make your work fun and interesting. This means that standards at Reigate Priory are high* you are very proud of your school and we think you are right to feel this way. We think your behaviour is excellent because you all try very hard to behave as well as you possibly can. You are friendly and cheerful and we were impressed by the way older pupils help the younger ones* we think you are getting an excellent all-round education. We agree with you that you have fantastic buildings and a beautiful park and that your teachers make the very best of these facilities. We also agree with you that you have a brilliant number of trips and activities and lots of interesting clubs to go to after school.

This is what we have asked your school to do now to make it even better* we agree with the school council that you could play an even more active role in helping the school to make decisions.Thank you again for making us feel so welcome.

Dr Lynn Bappa

Lead Inspector