

# Purley Church of England Infant School

## Inspection report

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<b>Unique Reference Number</b>	109971
<b>Local Authority</b>	West Berkshire
<b>Inspection number</b>	337412
<b>Inspection dates</b>	8–9 February 2010
<b>Reporting inspector</b>	Martin James

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

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kathryn Tolson
<b>Headteacher</b>	Catherine Nisbet
<b>Date of previous school inspection</b>	13 November 2006
<b>School address</b>	Purley-on-Thames Reading Berkshire RG8 8AF
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## Introduction

This inspection was carried out by two additional inspectors. Most of the available time was spent checking on pupils' learning. The inspectors visited eight lessons or parts of lessons, and a number of shorter visits were also made to classrooms to look at, for example, samples of pupils' work. Four members of staff were observed teaching. Inspectors held meetings with the chair of governors, staff and pupils. They observed the school's work and looked at a wide variety of documentation including teachers' planning, the school development plan, monitoring and evaluation sheets, assessment records, safeguarding information and the reports from the School Improvement Partner. The responses from the staff questionnaires were analysed, as were the responses from 28 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the respective performances of boys and girls
- the school's development of national and global links to enhance community cohesion
- whether the school buildings and accommodation had any negative impact on pupils' learning.

## Information about the school

Purley is much smaller than most primary schools. Nearly all pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is broadly average. The Early Years Foundation Stage consists of Reception, which is integrated into one class with pupils from Year 1. In recognition of its work, the school has received the Healthy School and Activemark awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school, where pupils achieve exceptionally well. Pupils greatly enjoy school and their behaviour and attitudes are exemplary. They feel extremely safe and adopt exceptionally healthy lifestyles. Pupils contribute very well to the local community, with the school being very much part of that community. Care, guidance and support are also outstanding, with the safety of its pupils being a high priority of the school. Parents and carers are exceptionally positive about the school and, for example, one said, 'Purley is a very caring and nurturing environment, where pupils are helped to develop as individuals.' Another added simply, 'We are delighted with the school.' During their time in the Early Years Foundation Stage children achieve very well, and they normally reach higher than average standards by the time they leave Reception. In Years 1 and 2, pupils continue to make exceptional progress, with the result that at the end of Year 2 attainment is high in all key subjects.

Excellent teaching and an outstanding curriculum are key factors in pupils' exceptional progress. In class, relationships are strong, teaching assistants are deployed very well and teachers make very good use of a variety of resources and strategies to make the lessons interesting. In particular, teachers ensure there is considerable challenge in all the tasks provided, and they have the highest expectations of their pupils' work. The curriculum is innovative and exciting and contributes very significantly to the development of both pupils' academic and social skills. It is constantly being adapted to inspire excellence in both learning and enjoyment, and staff are very confident in the way they deliver it. The school has done much to promote community cohesion, both locally and through links made with people in other parts of the world. However, there is still scope to improve pupils' understanding of the cultural diversity to be found within the United Kingdom.

The headteacher, other members of staff and governors are a dedicated team, committed to improving the provision they make for their pupils. Self-evaluation is very successful in pinpointing where improvement is needed and the school has moved on very significantly since the previous inspection. There has clearly been a strong desire to strive for excellence. The improvements that have been made since the last inspection, and the exceptional quality of the current provision, show that the school has an outstanding capacity to improve even further.

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

- Extend the school's contribution to community cohesion further by:
  - providing more opportunities for pupils to find out about, and communicate

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with, people from different communities and cultures in the United Kingdom.

## Outcomes for individuals and groups of pupils

**1**

Pupils really enjoy their learning, and in all lessons observed they were fully engaged. The work seen in classrooms shows that their achievement is outstanding, with the result that their attainment at the end of Year 2 is high. In an English lesson seen in Year 2, the skilful use of questioning by the teacher allowed pupils to develop a wide range of appropriate vocabulary, which they later employed well in their written work. Pupils' targets were also discussed with pupils, to ensure that they also knew clearly how to develop their work. Pupils with special educational needs and/or disabilities also achieve very well. In a mathematics lesson observed in Year 1, for instance, the teacher was most careful to include these pupils fully in discussions, so that they knew exactly what was expected of them. Boys and girls perform equally well. The pupils' achievement, together, for example, with their confidence in working collaboratively with others, means that the school is preparing them exceptionally well for their future economic well-being.

Pupils clearly like school very much, and this is reflected in their outstanding behaviour and their high attendance. They have very sensible attitudes to their work, and they are polite and courteous. Pupils express great confidence in the school's ability to sort out any issues that may arise. They eat fruit and healthy meals, and they readily take part in physical exercise opportunities. Pupils say they are proud of their role in helping the school gain its Healthy School status. Pupils' spiritual, moral, social and cultural development is exceptional. Pupils readily and conscientiously take on the many responsibilities that the school offers them. The playground 'buddies' carry out their role with particular care. Pupils are also heavily involved in the local community, and they not only get involved in various village activities, especially those involving the church and the nearby farm, but they also regularly arrange events for local residents at the school, such as the Summer Fayre.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>1</b>
	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers provide very interesting lessons for pupils, using a wide range of resources and strategies, and which are in no way detracted by the school's rather limited accommodation. One pupil reported that, 'Teachers make lessons fun.' Classes are very well managed and relationships are excellent. As a result, pupils behave exceptionally well, and are keen to learn and ready to work hard. Teaching assistants are very well deployed to promote learning, especially that of pupils with special educational needs and/or disabilities. This ensures they are able to join in all class activities and make rapid progress. Teachers' on-going assessment of pupils' work is a particular strength, resulting in pupils' clear understanding about how to improve. Their involvement as learners in self-assessment is exemplary. Planning is very good, providing tasks well matched to pupils' interests and competences. Pupils therefore progress exceptionally well in their academic work and become responsible, mature young people.

The school provides a rich, exciting and well-structured curriculum, where links between subjects are used particularly well to enhance pupils' learning. The current theme of 'Cold Countries' has very successfully developed work, for example, in English, mathematics, science, art and design and physical education. Planning also makes very careful allowance for the different ages and abilities in the mixed-age classes, to ensure that pupils are being encouraged and challenged at an appropriate level. Opportunities are routinely provided for pupils to develop their independent learning skills. Pupils speak enthusiastically about this, as well as the excellent range of outings and after-school clubs that enhance the curriculum. The exceptional care, guidance and support provided for pupils contribute very well to both their enjoyment and their learning. Effective arrangements are in place to ensure the smooth entry of pupils into the school, as well as into junior school when they leave. Pupils who join the school midway through the year are helped to settle quickly into their new surroundings. Pupils are taught extensively about the importance of healthy living, and they are regularly reminded about the need to take care, for instance when using equipment in physical education.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher, supported very well by other members of staff, has been extremely successful in creating a very caring and happy learning environment for the pupils. There are excellent arrangements in place to oversee the quality of teaching and learning, which have helped to ensure high standards and outstanding progress. Exceptional care is taken to ensure that no form of discrimination is evident in the school and that equal opportunities are promoted highly effectively. Safeguarding procedures are given the highest priority. They are constantly updated and rigorously applied, with the result that safety and safeguarding pervade all aspects of school life. This ensures that pupils are exceptionally well protected. The school's self-review has been accurate in identifying strengths and areas for development, and this illustrates well the school's ambition and drive for improvement. Community cohesion is promoted well in the school. There are exceptional community links both in school and locally, and these links are extended well through those made with people in other parts of the world, for example Kenya, India and China. However, the school recognises, through its own evaluation, that these links now need to be extended to other parts of the United Kingdom.

Subject leaders demonstrate a very good understanding of their various subjects, and they have actively supported strategies for making improvements. Governors keenly monitor the progress that pupils make as they move through the school. Links with parents and carers are strong and, in particular, they value the care and support provided for their children. Some also noted the interest generated in the children by the school's curriculum, leading to a real enthusiasm in tackling homework tasks. Close ties with both the local pre-school and the junior school greatly ease the transition of pupils to and from these schools.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>

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<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

### Early Years Foundation Stage

When the children start Reception their knowledge and skills are generally just below the expected level. However, through the year they achieve exceptionally well, and by the end standards are usually just above average. The children are very happy in school, they enjoy themselves and they particularly value the company of the older children in the class. Their behaviour is excellent. The staff work hard to create a friendly and caring learning environment, and the children also benefit from the good links that are established with both the parents and carers and the pre-school. Adults provide the children with a good balance between teacher-led activities and chances for them to choose for themselves, and they take every opportunity to help them develop their various skills. In one lesson observed, the children tackled their work with enthusiasm and showed great concentration on the tasks they had chosen. They enjoy their work, and show exceptional social skills in sharing and taking turns with others. Staff know the children well, and the frequent observations of their work result in fresh tasks that are both well suited to them and provide very appropriate challenge.

The exceptionally well-planned curriculum is enhanced by a good range of resources, with the outdoor area being used effectively in all aspects of the curriculum, whatever the weather! The leader uses her specialist knowledge and enthusiasm well in making outstanding provision for the children, and other staff members support her very well in providing for their various needs.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1



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## **Views of parents and carers**

An overwhelming majority of parents and carers were positive about the school's provision, both in terms of the care the school takes of their children and the progress it helps them make. They were particularly positive about the staff. Comments such as, 'All the teachers are extremely helpful,' and, 'I am very happy with the level of education my child is currently receiving,' confirm their views. A very small minority of parents and carers who returned a questionnaire indicated that they would like more information on their children's progress. Inspectors found that the information provided, and the opportunities available for this information to be given, were not greatly different from that provided in many other schools of this type.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Purley CE Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 28 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	71	7	25	0	0	0	0
The school keeps my child safe	22	79	5	18	1	4	0	0
The school informs me about my child's progress	6	21	18	64	1	4	1	4
My child is making enough progress at this school	9	32	15	54	1	4	0	0
The teaching is good at this school	16	57	11	39	0	0	0	0
The school helps me to support my child's learning	14	50	13	46	0	0	0	0
The school helps my child to have a healthy lifestyle	14	50	13	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	46	8	29	0	0	0	0
The school meets my child's particular needs	11	39	16	57	0	0	0	0
The school deals effectively with unacceptable behaviour	12	43	13	46	0	0	0	0
The school takes account of my suggestions and concerns	11	39	14	50	0	0	0	0
The school is led and managed effectively	15	54	13	46	0	0	0	0
Overall, I am happy with my child's experience at this school	21	75	6	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



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10 February 2010

Dear Pupils,

Inspection of Purley Church of England Infant School, Reading RG8 8AF

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and it was a pleasure talking to you. I especially liked joining you in assembly, and it was good coming to some of your lessons. I am writing to tell you what we found out about the school, what is good and what could be made better. You will be pleased to know that you are in an outstanding school, where you are making excellent progress with your work.

These things are some of the strengths of the school.

- Children in Reception make an excellent start in the school.
- Teaching is outstanding, and teachers provide you with lessons which you really enjoy.
- Your behaviour and your attitudes to your work are excellent.
- You are provided with exciting topics that greatly help your learning, such as the one about 'Cold Countries'.
- The staff know you very well and take very good care of you.
- Your parents and carers are very pleased with the school.

This is the one thing the school has been asked to improve.

- Give you greater opportunities to become more aware of people from communities and cultures in other parts of the United Kingdom.

You can help too, by listening very carefully when your teachers are telling you about people from these different places.

We wish you all good luck for the future.

Yours sincerely

Martin James

Lead inspector

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