



Southwark Diocesan Board  
of Education

**STATUTORY  
INSPECTION OF  
ANGLICAN SCHOOLS**



The National Society

Name and address of school :	<b>Reigate Parish Church School</b> Blackborough Road Reigate Surrey RH2 7DB
Type of school:	Voluntary aided
Diocese:	Southwark
School's Unique reference number:	125196
Date of inspection:	7 and 9 July 2008
Date of last inspection:	18 and 19 October 2004
Headteacher:	Elizabeth Wombwell
Chair of Governors:	Alison Elson
Inspector's name with National Society inspector's number :	Daphne Gibbs 210

#### **School context**

Reigate Parish Church School is a two form entry infant school of 180 children. 60% of pupils are from church families. The majority of pupils are White British and this is reflected in the community served by the school. The number of pupils with learning difficulties and/or disabilities is average. Four have statements of special educational needs. Few children are eligible for free school meals.

#### **Summary Judgement**

The distinctiveness and effectiveness of Reigate Parish Infants as a Church of England school is outstanding. Everyone works together in caring Christian partnership for the benefit of the children and the wider school community. Collective worship is an integral part of school life. The high standard of Religious Education (RE) encourages the pupils to explore and express their feelings, beliefs and opinions, giving them tools to face the future with confidence.

#### **Established strengths**

- loving and caring Christian relationships which enable different parts of the school community to come together and become a positive 'partnership for learning' (school prospectus)
- effective monitoring and assessment of RE and Collective Worship which identifies areas for improvement and listens to the opinions of the children
- the collegiate style of management which values and enables all members of the school community to feel they really do have a part to play in the development of their church school

### **Focus for development**

- develop the relationship between school and church for the mutual benefit of both and the children they serve
- maintain standards by the induction of new staff and governors in the distinctiveness and ethos of a Church school

### **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The Christian ethos of Reigate Parish Infants is strong. The atmosphere is friendly and welcoming. As the chair of governors put it 'you walk through the door and there is a difference'. 'The school uses every opportunity for good but nobody notices it is happening' commented one of the foundation governors. The children feel they go to a 'good and kind school', a happy and cheerful place where they have fun and where 'they care about you' and are 'nice to you'. Caring, productive Christian relationships are the key to the success of Reigate Parish Infants School. Everybody works together with conviction. They want to show God's love. They model Christian values. They like, respect and help each other. One member of staff talked of the support she received from staff and parents when her mother died. These positive relationships have built trust between the school and parents who are now happy to share confidences and work together for the benefit of the children. Staff feel they care for the whole family and, that they in turn, are cared for by the school. The children see the quality of their own relationships as important. They often talk of their friends and friendship, and are confident in their interaction with adults. The spiritual, moral, social and cultural development of all learners is another strength of the school. The children are given a solid Christian foundation on which to build. They are helped to develop tolerance, and understanding of themselves and others, in preparation for the future. They are given positive experiences which will enable them to develop positive attitudes to life. As a governor put it 'everything they do is for the children's sake, not for show'. The bright, colourful school environment reinforces the distinctive Christian character of the school. There are crosses built into the fabric of the building. A collage in the hall depicts Reigate Infants, with its school badge (a simple cross), as being at the heart of the local community. A display of mirrors and reflective materials proclaims 'You are special. There is nobody in the world made quite like you.'

### **The impact of Collective Worship on the school community is outstanding?**

Collective Worship is not just a solitary act at the beginning of the day but is embedded in the life of the school. The importance given by the school to the power of prayer is evident in the parent and staff prayer groups. Prayers are also said by the governing body and extemporary prayers are delivered by the children during Collective Worship, as well as at lunchtime and the end of the day. The Reception class had written their own prayers and were proud to be able to share these with their classmates. The children talk about being 'happy' during acts of worship and 'excited about what might happen'. Three candles are lit at the start of whole school Collective Worship to represent the Holy Trinity and their meaning is regularly discussed with the children. Anglican tradition is further emphasised during school services in the parish church. A number of clergy visit the school to lead Collective Worship and demonstrate to the children differing approaches and styles in the Anglican tradition. The acts of worship observed were relaxed, fun, spontaneous and inclusive (signing was used by staff and children to support a Down's syndrome child; the adults surrounded the children so that all felt included in the grace). During one act of worship, the headteacher demonstrated Christian faith and practice by considering the Lord's Prayer and the theme of forgiveness. An extract from the Bible was dramatised by a group of children. The message was then reinforced by the telling of a story using characters familiar to the children to show the relevance to them in their daily life. Another act of worship involved the acting out of the story of Zacchaeus – complete with large tree. The children loved it when the vicar was 'promoted' to the role of Jesus and invited himself to tea with Zacchaeus. Staff emphasise the importance of Collective Worship and feel they have a part to play in showing the children 'how staff relationships with God are growing'. The children enjoy praising God through high quality singing. At the end of one act of worship they spontaneously broke out into song without any sign of embarrassment as

they recognised a favourite tune being played, and continued to do so until they have left the hall. Collective Worship is well planned and documented. The co-ordinator is proactive in seeking improvement after consulting with the children and with the help of the vicar.

### **The effectiveness of religious education is outstanding**

Standards in RE are high due to the leadership of the subject and the quality of teaching and learning. The co-ordinator is well organised, open to new ideas and always looking for ways to improve. The staff know what is expected of them, each having their own file of relevant documentation and useful information. Assessment uses the 'I can' statements for both attainment targets for RE and gives the opportunity to identify those who are having difficulties and those who need to be challenged. The accuracy of these assessments is well supported with relevant samples of work, recorded oral comments and photographs. The church is used as a valuable resource. For example, the Reception class visits to explore awe and wonder, Year 1 takes part in the baptism of a favourite toy and Year 2 goes on a senses tour conducted by the church team and foundation governors. During the lessons observed, teachers treated the children with respect and understanding continually encouraging them to articulate freely their feelings and opinions and so develop spiritually and morally. Drama and a 'freeze frame' technique was used as an effective tool in one class to enable the children to empathise with David and Goliath and articulate how they might have felt. As a result a Year 1 child was able to write 'He looks stronger than me but I will do my best. God will help me.' Nobody was made to feel excluded or different. In a Year 2 class, when asked to think about how they felt when they went to church, one child said they did not go to church. The teacher gently suggested they think then about what it was like when they visited the parish church the previous day. In the same class, the teacher took every opportunity to extend vocabulary and correct misconceptions. Her knowledge was secure, wide-ranging and confidently delivered. Questioning was used effectively to reinforce the children's knowledge and understanding.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

All members of the school community truly feel they have a part to play in the leadership and management of their Church school – that they are part of a strong partnership sharing the same Christian vision. The school council talk excitedly of how their ideas for the refurbishment of the playground really happened. The foundation governors speak of using their talents in the service of the school. The incumbent feels he is 'an independent point of contact encouraging, facilitating and being able to answer questions'. The chair of governors knows 'it is where God wants me to be'. The staff say they are treated as experts in their own right and given the opportunity to discuss, criticise and come to a collective decision. There is also strong support from parents through the Parents Forum. The school was previously granted the Partnership with Parents Award. A summer inset planning day is open to the whole school community. All meet on equal terms and feel they have a say in the running of the school, and are confident in raising issues. The head, the governors state, genuinely wants to hear people's opinions in order to seek improvement for the benefit of everyone. She keeps them informed. The senior management are enthusiastic and confident in their own faith – 'not forced and in your face but natural' explains one of the governors. They lead by example. As the chair of governors said 'what you see is what you get'. They are caring, not just towards the children and parents, but the wider community and are keen to extend this role. The school has a real capacity for improvement. The leadership is constantly looking for more areas of excellence. Each term a section of the toolkit is considered in order to find ways of developing further the effective leadership and management of Reigate Parish Infants as a Church school.