

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Reigate Parish Church of England Voluntary Aided Primary School

Blackborough Road Reigate Surrey RH2 7DB

Current SIAMS inspection grade

Outstanding

Diocese

Southwark

Previous SIAS inspection grade

Outstanding

Local authority

Surrey

Name of multi-academy trust/federation

N/A

Date of inspection

16 May 2018

Date of last inspection

8 May 2013

Type of school and unique reference number

Voluntary Aided Primary 125196

Headteacher

Frances Davis

Inspector's name and number

Jenny Earp 288

School context

Reigate Parish is a growing primary school with 288 pupils on roll. The school serves Reigate in Surrey, as well as areas further afield, such as Redhill and Horley. In September 2016, the school expanded from a two-form infant to a two-form primary school. During the current academic year, the school admitted Year 3 and Year 4 pupils, whose classrooms are situated in a newly-built junior school building. The percentage of pupils eligible for free school meals and the government's pupil premium additional funding is considerably less than the national average.

The distinctiveness and effectiveness of Reigate Parish Primary as a Church of England school are outstanding

- The headteacher and governors provide outstanding leadership and use the Christian ethos effectively to drive the school forward through changing times as it expands to become a primary school.
- Creative and challenging Christian worship and religious education (RE) support the spiritual and emotional well-being of pupils exceptionally well.
- The partnership with the local church is strong and clergy play an important role in upholding the school's Christian foundation during an interim period.
- School leaders provide a nurturing environment based on Christian values. This is enabling all pupils to thrive personally, achieve well and make very good progress academically.

Areas to improve

- Develop opportunities to foster global links and visits to different places of worship so that pupils increase their awareness of diversity and of Christianity as a multi-cultural world faith.

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

The school's vision of creating a 'trusting, respectful and caring place for children to reach their full potential with Christian faith and Christian values at its heart' is the motivating driver of the school. As a result, Reigate Parish is a nurturing school with high expectations, where academic standards are above the national average and the well-being of the whole community is a priority. Behaviour at the school is excellent and cordial relationships exist between members of the school community. This is attributed directly to the school's Christian character and values. As the school undergoes considerable changes during its transformation from an infant to a primary school, great care is taken to ensure that every pupil receives exceptional Christian compassion and attention. This is particularly noticeable in the school's focus on raising attainment for disadvantaged pupils and for those entering the school as new junior pupils in Year 3. The school achieves this through a number of effective strategies, such as precision one-to-one teaching and by using the 'Eight Secrets of Success Values' across the school, which allows pupils to work in partnership with teachers to achieve and thrive as independent learners. Staff are excellent role models and go over and above what is expected to enable their pupils to flourish and be happy. As one teacher reflected, 'It's the care and love from every member of staff that is invaluable here at Parish'. The school has eleven core Christian values, including 'faith, hope and love'. These are understood, articulated and lived out by all members of the school. For instance, a Year 4 pupil remarked, 'When my friend upset me, I remembered to forgive him and because he said sorry, we were soon friends again'. Pupils have a degree of awareness and respect for diverse communities, but are less secure in their understanding of Christianity as a multi-cultural world faith. The Christian character and RE support the spiritual, moral, social and cultural development of pupils exceptionally well and each one is encouraged to shine. This can be seen in the way pupils have regular opportunities to engage in high quality experiences that develop a personal spirituality. For instance, during 'Discovery Afternoons' and special RE and theme days, pupils participate with enthusiasm in challenging and creative activities. Recently, all pupils were able to make their own sun-catchers in the shape of a cross, now displayed around the school. Links with other church schools across the diocese enable pupils to gain experience of working collaboratively with others from different backgrounds on thought-provoking projects.

The impact of collective worship on the school community is outstanding

Collective worship engages all pupils and is both inclusive and inspirational. The impact of this can be seen across the whole school community and staff comment on their positive experiences of attending, as well as leading, collective worship. Each act of worship begins with the lighting of three candles, representing the Holy Trinity and some simple liturgy is said. As a result, pupils recognise God as Father, Son and Holy Spirit and talk about this and other aspects of Anglican practice with an impressive level of understanding. The previous report recommended a review of the monitoring schedule for collective worship to ensure it is rigorous and robust. This has been addressed successfully, with the Faith Group meeting regularly to monitor collective worship and offer support and ideas for future planning, such as the new spiritual garden. Worship is planned well by the headteacher and the clergy and has a strong emphasis on the teachings of Jesus Christ and is set around the school's values. The school evaluates collective worship well and listens to the views of all stakeholders, summarising their thoughts regularly. As a result of these comments, changes are made when necessary in order to build on existing practice and improve collective worship even further. Collective worship allows pupils to reflect and find space for personal prayer and spirituality. Their prayers are thoughtful, drawing upon the content of what they have heard in collective worship, as well as what is important to them. This can also be seen in the classrooms where reflection books are used by children to write and read prayers throughout the day. Parents say they find the monthly prayer meetings held at the school uplifting and inspiring experiences. There are close links with nearby St. Mary's Church and pupils worship there regularly. The pattern of worship includes church services at the end of term and during the church year such as harvest, Easter and Christmas. Pupils say they enjoy worship in church and 'learn about God, Jesus and what he said'. They go on to say that collective worship has for them, 'a safe feeling, like you're at home'. A range of leaders, including staff, clergy and representatives from different Christian traditions, offer pupils a rich and varied experience of worship. Parents say that their children benefit greatly from worship and often relate what they have learnt that day or sing inspirational hymns they know from school. All pupils have regular opportunities to plan, lead and evaluate worship, which they undertake with eagerness, working together to discuss and decide on the content. Because of this, they show confidence and obvious enjoyment in their engagement.

The effectiveness of the religious education is outstanding

RE has a high profile at the school and standards are in line with other core subjects, with a considerable number of pupils attaining higher than the national expectation. This is evident through discussions with pupils and by scrutinising their RE work. RE is very well led and managed, providing an excellent wide-ranging curriculum that has

clear links to the Christian values of the school. Consequently, pupils are enthused by the subject and learn exceptionally well. In particular, linking RE creatively with other subjects is a significant strength because this emphasises that faith and belief are not limited to just one academic area. The majority of teaching of RE is outstanding and teachers plan imaginative and interesting lessons, allowing pupils to think and reflect on the deeper questions. As a result, they are developing and applying higher level thinking skills in their RE lessons. One pupil remarked, 'When Jesus says he is the light of the world, he means that when you are in darkness, he will be the light'. The leadership has a high level of subject knowledge and ensures that the Christian character has a significant impact on RE. The use of talking partners, high level questioning and differentiated work means that progress is rapid and pupils have a growing knowledge and understanding of Christianity and a real interest in other world faiths. RE days, using creative lessons and Godly Play, help to deepen pupils' understanding of Christianity. Assessment in RE is rigorous and demonstrates clearly the levels of progress made by pupils and ways in which improvements can be made. Regular RE training led by the vicar or advisers from the diocese, ensure that staff are well informed about current best practice in the subject. Few visits to other places of worship have taken place in recent years. However, RE is well resourced and a large range of artefacts are used to help pupils understand how people of other faiths worship. The school recognises the need to provide opportunities for global links in order to increase pupils' understanding of and make connections between the beliefs and practices of different faiths.

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

The headteacher and senior leadership team, together with a committed governing body, provide outstanding direction and purpose. This is based on the explicit intention that every single child, regardless of background or ability, flourishes in a nurturing, loving environment. Because governors have a high profile within the school, they have a clear understanding of the impact of the Christian values which are embodied in all the school does. They undertake frequent learning walks, attend lessons and worship and receive regular reports by the leaders of the core subjects, including RE. As a result, leaders have a detailed knowledge of the school's performance and Christian distinctiveness because of systematic, effective monitoring and are therefore able to challenge and support the headteacher exceptionally well. Self-evaluation involves all stakeholders and this leads to effective strategies being put in place that lead to improvement for all the learners. The work of the governors is undertaken with the underlying understanding that God is working through them for the good of every pupil. Everyone is considered to be a leader at Reigate Parish and all articulate the Christian vision with pride and great conviction. Conversations with pupils show that there is a real depth to their understanding of the values of the school. Parents echo this and say that their children follow the examples set them 'to think about their actions towards others, at home as well as at school'. Although the school is undergoing a period of change, this has not affected the strong Christian ethos. Parents confirm this and believe that the distinctive Christian character has actually been strengthened and the community drawn closer together because of the school's expansion. Similarly, the church has been without an incumbent for a short time, but the associate vicars at St. Mary's have ensured that links with the church have remained strong and beneficial for all. Effective partnerships exist with parents, the diocese and the local community. The school undertakes Christian giving, supporting many charities, including 'George and the Giant Pledge' and local foodbanks. Pupils say they enjoy choosing the causes they wish to support because it helps them take care of others less fortunate than themselves. The diocese supports the school well, providing valuable support and training for staff and senior leaders. This ensures that the school prepares well for future leadership across church schools. Parents contribute fully to school life by giving their time and by fundraising to provide the school with the many extras needed as the classes increase at the school. The school meets the statutory arrangements for RE and collective worship well.