

Reigate Parish CofE (Aided) Infant School Profile

Published 27 August 2010



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Blackborough Road

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<http://www.reigate-parish.org>

Children's Service Authority:	Surrey
Age range:	5-7
Number of pupils:	180
Head teacher:	Mrs Frances Davis
Chair of governors:	Mrs Alison Elson

What have been our successes this year?

Our latest Ofsted report (July 2008) rated the school as "Outstanding".

Once again high standards have been attained in the 2010 end of Key Stage 1 assessments. All the pupils made very good progress and this includes our more able pupils exceeding national expectations by achieving level 3 (which is the level for an average 9 year old) in maths, writing and reading.

Our broad and rich curriculum means that we plan for a variety of exciting and practical experiences for the children. The children have participated in -

Science Week – being more eco-aware and eco-friendly,

Art Week – creating 3D sculptures inspired by our new garden,

PE Week - circus skills, team competitions and sports day.

Our Gardening Club is very popular. We entered the RHS garden competition at Wisley where year 1 developed a garden in a pallet called "The Hungry Caterpillar". Our new garden and wildlife area has been developed and the classes have been involved by planting trees, plants and creating bug homes. The children love playing and working in it.

Once again 40 of our year 2 children competed in the Reigate and Redhill Music Festival and won it again. The judges were impressed and awarded the children the Honours Certificate and the

Shield.

What are we trying to improve?

Reigate Parish Church School has high standards in pupil attainment, exceeding national and county averages. As well as our academic achievements we prioritise the children's personal and social development, for example teaching them about healthy eating and developing happy playtimes.

This year we had our second year focusing on the Learning to Learn Project where we encourage the children to become more actively involved in their learning. This helps the children become more reflective, resilient and resourceful learners, building good relationships and children who are happy to take risks with their learning. This is embedded in our practice with talk partners, learning tree display in the classroom and trialing the visualiser.

The school development plan for this year looked at building and developing the teams within school, the Learning to Learn Project (above) and maintaining the high standards of teaching and learning in handwriting and phonics.

The school development plan for next year includes developing active curriculum leaders, the intervention programmes for our children with special educational needs, the induction process for new staff, reviewing the use of space in school and organising a community focus week.

How have our results changed over time?

At the end of key stage one (year 2), before the children move onto their junior schools, they are assessed in reading, writing, maths and science. They are assessed through a variety of formal activities and through ongoing teacher assessments. We achieve high standards.

Every year there are variations in the results because of the individual children going through the school, some cohorts are stronger academically and others have more children with special educational needs. However, we closely monitor and track every child's progress each year to ensure good progress is made.

The figures below show the percentage of children achieving at level 2 and above, which is the national average for a seven year old and also the percentage of children at level 3, which is the national average for nine year olds.

Level two and above

	2006	2007	2008	2009	2010
Maths	98%	98%	96%	99%	95%
Reading	95%	97%	95%	93%	92%
Writing	95%	97%	88%	95%	90%

Level three and above

	2006	2007	2008	2009	2010
Maths	50%	55%	36%	40%	38%
Reading	40%	47%	46%	45%	51%
Writing	20%	28%	20%	22%	18%

How are we making sure that every child gets teaching to meet their individual needs?

In every class the children are continually assessed so the teachers can plan effectively for the next stage of their learning. Work is differentiated to ensure the children are working at a level with appropriate challenge. Each child has their own targets set for literacy and numeracy.

Teachers monitor progress throughout the year (through the half termly assessments as well as the on-going informal assessments) and the more able children receive additional support and challenge in class to further extend them. For all children, progress is shared with parents, who are then able to support their child's learning at home. Children with Special Educational Needs have Individual Education Plans and Provision Maps written for them and they are also regularly reviewed with teaching staff and parents. Support staff work in school to help individuals and groups in their academic and social development as appropriate.

The school building is designed for young learners and offers a bright, stimulating and safe environment in which to learn. Reception children have their own outside learning area where they learn through active play. Each class has access to their own all-weather outdoor classroom to enhance the learning experience.

What have pupils told us about the school, and what have we done as a result?

Our School Council meet regularly to discuss issues that pupils raise. The representatives then share the comments with their class and take their ideas back to the school council meetings. This year they have looked at how to brighten up the school's foyer, how to make lunchtimes quieter and how to make sure the quiet spaces in the playground remain quiet.

The children in class regularly think about what helps them learn in school and what makes learning difficult. Pupils are asked to be active in analysing and deciding their curriculum thereby taking as active involvement in their learning. For example –

- Reception children come up with ideas for their role play areas (library, airplane),

- Year 1 were asked for their thoughts on their forthcoming materials topic and the class wanted to find out what an umbrella was made of and so that led onto an investigation looking at the waterproof qualities of different materials,
- One particular year 1 class gave some feedback on the phonics they were taught saying that they wanted more 'tricky' words,
- Year 2 decided when they were talking about what to investigate as part of their topic on bodies to carry out a tooth investigation to find out what made teeth rot quicker.

How do we make sure our pupils are healthy, safe and well-supported?

Reigate Parish Church School is a National Healthy School. We promote personal, social and health education; healthy eating; physical activity; and emotional health and wellbeing (including bullying).

All children are taught about being healthy through the PE and science curriculum. The children join in class circle times and assemblies which supports their personal and social development.

There are drinking fountains and pupils are encouraged to drink regularly. Every child is offered a piece of fruit or vegetable daily at playtime. Reception children get their milk every day and so do some in year 1 and 2 because they have subscribed to the scheme. When the garden produces fruit and vegetables these are used at lunchtimes in the crudities bowl and any excess given away at the end of the day. Children love to eat the produce they have helped to grow.

The staff to pupil ratios are high to ensure children are always well supervised and supported. The school site is secure with the gate to the playground locked during the day and there is a keypad on the main door into school. All staff have regular child protection training and appointments are made subject to Criminal Record Bureau checks.

What activities and options are available to pupils?

Our curriculum provides a whole range of experiences to aid learning within the school day. We enrich the curriculum by having specialists to work with the children, adding to their knowledge and understanding, such as theatre groups, music workshops and a visiting author. We have themed weeks such as Feeling Good, Art, PE, Anti Bullying and Science.

In addition there are the school trips -

- Year 2 went to the Bracknell Science Discovery Centre,
- Year 1 visited Bay Pond to look at the habitat,
- Reception went to Gatton to create artwork.

All children participate in the Christmas Nativity, year 1 lead the Easter Service and year 2 lead the leavers' service in St Mary's Church.

After school activities for children in years one and two, that are run independently, include -

- French club;
 - Fulham Football;
 - A chess club is run at lunchtimes;
 - A drama club;
 - A lunchtime gardening club is run by some very helpful parents;
 - Tennis club;
 - Eco Club is run by the school on Tuesdays .
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- Year two children are offered the chance to learn to play the violin and recorder with a tutor from the Surrey Performing Arts Service;
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- Breakfast Club is run by the school from 8am to provide before school care for children attending this school;

How are we working with parents and the community?

Reigate Parish Church School is committed to supporting children's learning in partnership with parents and carers. Parents are welcomed in school to help and regular formal and informal parent-teacher meetings are held. Staff are very happy to meet parents to discuss any concerns. There is a half termly Parents' Forum where parents can raise questions they have.

The school is part of a learning network with seven other local schools. We have been developing learning within a creative curriculum, providing opportunities for staff to share good practice.

As a Church School we have very close links with St Mary's Parish Church and with many other local Churches. Clergy regularly visit the school and we go to St Mary's for services and to learn about the church. We also join together with other Infant schools within the Diocese to worship together at the Year 2 Leaver's Service in the summer term.

The children participate in fundraising activities throughout the year supporting a variety of charities such as Sports Relief, RNLI and victims of the earthquake in Haiti.

What do our pupils do after leaving this school?

Pupils leave Reigate Parish Church School at seven years old and move onto one of the local junior schools. Most children go to Reigate Priory Junior School with a small proportion going to Sandcross Junior School and Brambletye. Every year children also take up places in the independent sector.

We are in a learning network with both Reigate Priory and Sandcross and have always worked closely to ensure a smooth transition at the end of year two. The junior schools appreciate how well prepared the children are academically and socially. Parents tell us how happily their children settle and how they continue to make good progress in their new schools.

At the end of the summer term, pupils in Reception and Year 1 visit their new classrooms and meet their new teacher.

What have we done in response to Ofsted?

Reigate Parish Church School's most recent Ofsted inspection was June 2008 and the inspector wrote:

"Reigate Parish is an outstanding school. From within all of the exceptional aspects of the school, perhaps the one that shines out most is the high level of enjoyment of all pupils. The inspirational Act of Worship at the beginning of the day, during which pupils sang exceptionally well and wished that everyone should be happy and have fun, reflected the Christian ethos of the school and set the tone for the rest of the day.

The outstanding head teacher, with the excellent teamwork of the staff, has established an ethos in which pupils feel safe, valued and confident enough to contribute whole heartedly to the school community. Pupils know they have an influence through the school council and speak with enthusiasm about the changes the school has made in response to their suggestions. The care and support for pupils is excellent. As a result, their behaviour and attitudes to work are exemplary. They respond very positively, and throughout the school relationships between staff and pupils are excellent. Their spiritual, moral, social and cultural development are outstanding."

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

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