

Inspection of a school judged outstanding for overall effectiveness before September 2024: Reigate Parish Church Primary School

Blackborough Road, Reigate, Surrey RH2 7DB

Inspection dates:

10 and 11 June 2025

Outcome

Reigate Parish Church Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This is an exceptional school where, as the school's vision states, 'all children reach to achieve their best, rooted in the belief that God desires everyone to fulfil their capabilities'. Pupils achieve highly because of the aspiration and high expectations that permeate the school. Pupils are nurtured and feel valued. Their voices are heard. Pupils play an active role in every aspect of school life. For example, junior journalists write the 'Parish Press' and other pupils proactively lead several projects. Pupils consistently demonstrate the school's values, such as 'honesty, concentration, pushing oneself, understanding others and creativity'.

This is a school where pupils develop a deep appreciation for each other. They embrace their peers for their individuality and what they believe. Pupils enjoy playing together at social times. Many of them love to spend time in the woodland area, where they can dig, explore and enjoy nature. Older pupils are positive role models. They take the younger pupils under their wings.

Behaviour is exemplary. Classrooms are calm and productive. Learning captures pupils' imagination and creativity. Pupils benefit from discussing ideas and sharing thoughts. As a result, they are motivated to do well. They strive to achieve headteacher awards, which they receive for demonstrating a commitment to the school or wider community. Pupils achieve in every way imaginable, becoming well-rounded, articulate citizens of the future.

What does the school do well and what does it need to do better?

Reigate Parish never stands still. Leaders at all levels and staff are highly reflective. They constantly look for ways to refine the school's work. A love of learning permeates the school. This starts in the early years, where children's curiosity about the world around them is nurtured. The school has thoughtfully designed a curriculum that is highly ambitious for every pupil. It has given careful thought to what it is that pupils will learn in each subject so that pupils' knowledge and skills develop progressively as they move from the early years through to Year 6. The school wastes no time skilfully identifying the needs of pupils with special educational needs and/or disabilities (SEND). A wide range of strategies and interventions supports these pupils very effectively.

Children hit the ground running in Reception. The knowledge and skills they learn here prepare them effectively for what is to come in key stages 1 and 2. Children love to explore the stimulating environment, which is full of awe and wonder. Children have a thirst for learning. They soak up new content and make great strides in reading, writing and mathematics. The personal, social and emotional development of pupils is well thought through. Consequently, children develop into pupils who are articulate, confident and independent.

A culture of reading is woven into the fabric of the school. Everyone is a reader. Pupils read a wide range of high-quality books, including fiction, non-fiction and poetry. Phonics is delivered precisely. Children learn the sounds and how to blend them together. The phonics books they read are matched well to their reading abilities. Pupils are taught to read and write fluently and confidently. Mathematics is also delivered precisely. Pupils learn mathematical facts and concepts successfully. Consequently, their mathematical knowledge and understanding are excellent.

Teachers give precise explanations about new content in lessons. Discussions in class are of a high quality. Pupils keenly share their thoughts, politely disagree with others, ask questions and give thoughtful answers. They waste no time putting their new learning into practice. Careful checks on what pupils learn mean that misunderstandings are quickly resolved. Pupils who have SEND are supported very effectively through thoughtful, personalised adaptations to the curriculum.

The curriculum is highly impactful. Pupils enthusiastically and confidently recall what they have learned with accuracy, for example about the human heart, artists and their work and the Mojave desert. Pupils develop a highly detailed knowledge and understanding of the curriculum. As a result, they achieve highly and are exceptionally well prepared for secondary education and later life.

Pupils' personal development really matters at Reigate Parish. A wide range of trips, workshops and clubs provides a rounded experience. Pupils have plentiful opportunities to learn about what it means to grow up in modern Britain. They understand healthy relationships, consent and how to keep themselves safe, including online. Pupils are also aware of lots of social and moral issues. They debate these issues and learn the importance of standing up for what they believe. They learn how their actions can

positively impact the world. As a result, they proactively organise events, collective worship and fundraising to bring about positive change.

A deeply committed, knowledgeable and skilled group of governors effectively challenge and support the school's work in equal measure. They have an accurate understanding of what the school does well and what more it needs to do. The school uses the expertise of the diocese and the local authority appropriately. Staff are trained well and feel valued. Their workload is carefully considered by the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in June 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125196
Local authority	Surrey
Inspection number	10341585
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair of governing body	James Lister
Headteacher	Frances Davis
Website	www.reigate-parish.org.uk
Dates of previous inspection	18 and 19 June 2019, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England school. The last section 48 inspection took place in May 2018. The next section 48 inspection is due to take place in the coming year.
- The school runs its own breakfast club. An external company provides an after-school club. This club takes place on the school premises.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- During the inspection, the inspector met with the headteacher, deputy headteacher and special educational needs coordinator and some other leaders. He also met with a group of governors, including the chair of the governing body. He held a telephone

discussion with a representative of the Diocese of Southwark and a representative of the local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of parents and carers submitted via Ofsted Parent View, including the free-text comments. He spoke to several parents in person. He also reviewed the responses to Ofsted's surveys for school staff and pupils. There were no responses to the pupil survey. However, the inspector spoke to many pupils during the course of the inspection.

Inspection team

Shaun Jarvis, lead inspector

Ofsted Inspector

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