

National Society Statutory Inspection of Anglican Schools Report

Limpsfield Church of England Voluntary Aided Primary School

Limpsfield Common

Oxted

Surrey

RH8 0EA

Diocese: Southwark

School's Unique reference number: 125191

Date of inspection: 29 January 2007

Date of last inspection: 10 May 2002

Headteacher: Mrs Rosemary Moore

Inspector's name with National Society inspector's number : Mandy Watson 396

School context

Limpsfield is a voluntary aided Church of England infant school situated in a village close to Oxted but serving a larger area of Surrey and Kent. There are 134 mainly white British children who come from relatively high social class households. A significant number attend the local parish church of St Peter's or other churches in the area. The headteacher was appointed in 2004.

The distinctiveness and effectiveness of Limpsfield as a Church of England school are outstanding

The Christian distinctiveness impacts in a very positive way on the school community. Christian values are understood to be the way of life and underpin the school's work, the experiences provided for the pupils and the relationships developed. Everyone feels well cared for, valued and respected. Links with the parish church strongly encourage and support the school's distinctiveness.

Established strengths

- The key leadership role, vision and motivation of the headteacher and the strong team of staff and governors, rooted in a firm Christian foundation.
- Strong links and good relationships with parents, the parish and community.
- The good practice of the school's Christian mission and aims ensures that everyone feels valued and expectations and achievement are high.

Focus for development

- Maintain and continue the excellent provision, as a Church of England school, for spiritual, moral, social and academic development already achieved
- Continue to build on good assessment for learning in Religious Education (RE)

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

Christian values are seen as central to the life of the school and applied to everyday life. A parent said, "Being a Church of England school is not just part of the ethos, it is the principle on which it operates". Everyone in the school community feels valued, respected and cared for. All learners flourish and their academic achievement is high. Individual views and suggestions are encouraged through the suggestion box and School Council, in addition to lessons and assembly. All adults

are good role models and there are strong relationships between and among pupils and staff, reflecting the Christian character of the school. RE and collective worship are strong contributors to the spiritual and moral development of pupils. The School environment enhances the distinctive Christian character. Values are clearly expressed by the cross in the entrance incorporating pupils' designs, the mission statement displayed with 'Christ at our centre' and the prayer boards and cross in each classroom which provide pupils with a spiritual focus throughout the day. Pupils are well developed socially, confident, polite and able to voice their feelings and views. Year 2 pupils demonstrate the caring attitude fostered by the school as conscientious lunchtime monitors. Year 2 pupils also plan and organise 'Dilip Day', which enables the whole school to share and experience cultural and fund raising activities to support an orphanage in India. Pupils were able to explain how the activities helped them to think about and demonstrate caring for others. All pupils understand and respond to the friendship bench in the playground. Pupils enjoy being at school. Parents have high regard for the school's Christian ethos and the impact this has on their children's development as individuals. Governors, who include the rector of the Parish Church of St Peter's, are fully committed to sharing and supporting the school's distinctive character.

The impact of collective worship on the school community is outstanding

Collective worship has a central place in the School. It is very important to the spiritual and moral development of pupils. Imaginative planning involves all pupils enabling them to make links to prior learning and personal experiences and leading them to an understanding of Christ's life and teaching. This extends and develops their knowledge about Christianity. Pupils are involved through singing, drama, role play and prayer contributions. All pupils are focused immediately at the beginning of worship with a lighting of the Christ candle and the candle song. A Year 2 pupil said that the time for reflection towards the end of assembly was the part he enjoyed most because he liked the 'quiet thinking time'. Pupils could explain that prayer could be used in different situations and was a way of talking to God. They are encouraged to contribute their own prayers which can be used in assembly or at different times of the day. They join in thoughtfully and enthusiastically throughout the assembly ending with the prayer song. Staff share fully in acts of worship. The Parish Church is used for worship on special days with Year 1 pupils leading the St Peter's Day service and many parents and governors attending and enjoying these occasions together. Groups of pupils sometimes lead parts of Sunday worship and their input is shared and celebrated with the rest of the school. The rector of St Peter's has a very good relationship with the School and works closely with the headteacher in planning and evaluating worship. Parents and pupils greatly appreciate his involvement and give positive examples of his input to worship that is both enjoyable and builds on learning about Christian values and ways to live.

The effectiveness of the Religious Education is outstanding

RE is very important to the life of the school. The very good teaching enables pupils to relate RE to their own lives. Teaching and learning in RE is outstanding because it is taking place throughout the day and across the curriculum as well as in assemblies and RE lessons. A teacher reminded her class before playtime, "What we have learned today doesn't end here does it? How are we going to show we understand it?" Pupils' responses show how well they have understood the success criteria for the learning outcome. Teachers plan well together from the syllabus and ensure quality teaching supports learning across the year groups and abilities and allows for progression and continuity. Cross curricula planning provides opportunities for children to work in depth. The well planned activities, including role play, group and paired work enable children to make links with prior learning, respond to challenging questions and reflect on their learning. Year 1 pupils were able to say what they had enjoyed and learned from visits to the Parish Church when the rector was working with them. Effective learning about Hinduism was demonstrated in a display of Year 2 pupils' evaluations on a cultural day organised with a parent. Foundation Stage 2 (Reception) pupils were fully focused and involved in the story of the Good Samaritan. This was reviewed and then retold within their personal experience using and making puppets. They could then talk about how they would help others. The stimulating learning environment reflects very high quality learning experiences, teacher's high expectations and pupils' high standards of achievement. Effective assessment enables teachers to respond immediately to support and challenge appropriately throughout lessons. Pupils are encouraged to think about what they know

and can do and how they can help each other.

The headteacher is the RE co-ordinator and maintains high standards through accurate evaluation of RE across the school and effective response to issues identified.

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

The exceptional leadership of the headteacher has enabled the school community to work well together, strengthen and develop its distinctive Christian character. She has ensured a strong staff team, with close partnerships with governors and the local church community, who fully support the school's mission and aims. The core values of Christianity are specific in the mission statement and in the everyday practice of education in the school and are communicated effectively to the whole school community. The school is very well led and managed, ensuring that it continues to move forward. There is a continuous cycle of school self-evaluation linked to school improvement and action which ensures its distinctiveness and effectiveness continues to grow. Staff and pupils feel valued and listened to and enjoy being at the school. Governors share the vision, work with the school very well and are committed strongly to monitoring, evaluation and further development. Parents speak overwhelmingly of the Christian impact of the head and staff, of all that the school does for their children and of the high quality of education children receive. Many parents indicated that they wished the school could take children on to Key Stage 2.

January 2007 Limpsfield CE VA Infant School Limpsfield Common Oxted Surrey RH8 0EA