



Limpsfield CofE Infant School

Inspection Report

Unique Reference Number 125191
Local Authority Surrey
Inspection number 293224
Inspection date 11 January 2007
Reporting inspector David Marshall

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant	School address	Limpsfield Common
School category	Voluntary aided		Westerham Road
Age range of pupils	4-7		Oxted RH8 0EA
Gender of pupils	Mixed	Telephone number	01883 723183
Number on roll (school)	134	Fax number	01883 723183
Appropriate authority	The governing body	Chair	Mrs C Lemon
		Headteacher	Mrs R E J Moore
Date of previous school inspection	7 May 2002		

Age group 4-7	Inspection date 11 January 2007	Inspection number 293224
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Limpsfield is a smaller than average infant school. Many pupils who start in Reception have some pre-school experience, and most have above average attainment on entry to the school. The majority of the children are white British who come from relatively high social class households. The percentage of pupils known to be eligible for free school meals is below the national average while the percentage of pupils identified as having special educational needs is well below the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Limpsfield is an outstanding school. The inspection findings agree with the school's judgement that they provide a highly effective education for all their pupils. As one parent said, 'I only wish my son could stay at the school all through his education. I could not be happier!'

Over the last four years the outstanding headteacher has led the staff through changes, including building work, and reducing the number of classes to balance the school's budget, with skill and flair. The need for further development of outside play areas has been recognised.

Pupils' learning and development of new skills and understanding are central to all that the staff do and this ensures that pupils make rapid progress and achieve really well. Their clear vision, along with the improved learning environment and outstanding curriculum, means pupils' abilities are nurtured from the outset and all pupils are given high quality support. One parent wrote, 'Our son is very happy at school and we are pleased with his progress. We feel he is treated as an individual and that all the staff are very caring'. From an above average start in the reception classes, pupils reach consistently high standards by the time they leave the school. The school identifies any occasional gap or weakness straight away and tackles them speedily, for example as for some pupils who failed to achieve the higher level 3 as expected in the 2006 national assessments.

Teaching and learning in the Foundation Stage are excellent, and these young children make a very good start to their education. Teaching and learning throughout the school are never less than good, and often outstanding. Observations and assessments by teachers of what the pupils know and can do are excellent. The information gained is used outstandingly well to guide and challenge pupils and to move them rapidly on to the next stage in their learning. Lessons are challenging and exciting, making sure that all pupils enjoy learning. By being so closely involved with decisions about all pupils, support staff make an outstanding contribution to the pupils' development.

The rich curriculum covers all subjects very well and is enhanced by a very good range of additional activities. Pupils are cared for exceptionally well and all of them feel safe and secure. Their personal development is outstanding. By the time they leave the school, they have developed into well-rounded individuals because of their excellent spiritual, moral, social and cultural development. Behaviour is exemplary. Pupils are excellently equipped for the future to cope with academic and social challenges. Parents, who enjoy a close relationship with the school, are very pleased about this. As one wrote, 'The school's focus is on lifelong learning, beyond just the curriculum. They are encouraged to view themselves as part of a wider community'.

The head teacher provides first-rate leadership. She is very ably supported by all staff and developments are driven forward at a very good pace. Teamwork is excellent. Strengths and weaknesses are speedily identified because the school has excellent systems for monitoring its work. There is an unremitting drive to improve. The staff's

determination not to rest on their laurels is evident and the school has an excellent capacity to improve.

What the school should do to improve further

- Provide better equipment and markings in the outdoor play areas to reinforce the pupils' personal development better.

Achievement and standards

Grade: 1

Most pupils enter the school with above average attainment, and progress exceptionally well. Standards are consistently well above those expected for the pupils' ages throughout the school and their achievement is outstanding. In the 2006 national assessments, pupils reached standards that were high in speaking and listening, reading and mathematics, and above average in writing. Their targets are challenging and in these national assessments were exceeded with a high proportion of pupils achieving the higher level 3 in reading and mathematics. The school is especially good at assessing how well its pupils are doing so that gaps and weaknesses are identified straight away and tackled speedily.

There is an upward trend in standards across a wide range of subjects and there are many opportunities for pupils to develop their creative, sporting and musical talents. Information and Communication Technology (ICT) is being used increasingly well across the whole curriculum and pupils are achieving well. The provision for pupils with learning difficulties is very good, as is the provision for those pupils with special gifts or talents. Both of these groups achieve highly and make excellent progress.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. They speak warmly about their school and are polite, well-mannered and confident when talking with each other and adults. Attendance is above the national average and all pupils participate fully in lessons and behave exceptionally well. They feel safe at school and show great confidence in asking any adult for help if they need it. Pupils are developing a very good understanding of how to stay healthy, by eating sensibly and enjoying the many physical activities.

Pupils' spiritual, moral, social and cultural development is excellent. Pupils are respectful of each other, follow the school's clear moral code, and relate exceptionally well to each other and adults. Pupils participate in a wide range of activities that help them to understand about the beliefs and lives of people from different cultures. Pupils' contribution to the community is outstanding. In addition to fund raising for different charities, the school council has been instrumental in putting forward ideas that are making a real difference to the quality of their own school. Pupils are learning the

necessary skills that will enable them to settle into their future schools well, and become good citizens in the future.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are never less than good and often excellent. Teachers' planning is exceptional and in all subjects firmly based on the use of careful, but simple, assessments. This ensures that tasks are pitched at the right level for all pupils. Learning is fun. Lessons move forward at a very good pace and pupils' attention is held throughout. The use of resources, such as the interactive whiteboards, inspires pupils to try their hardest. High expectations of pupils' behaviour are evident in all classrooms. Teachers and teaching assistants are very skilful at creating a learning environment where pupils are encouraged to think for themselves and work together to meet the exacting challenges they are given. Marking is usually carried out with the pupils, and is used very well to give very clear and immediate pointers about what they need to do to reach even higher standards.

Curriculum and other activities

Grade: 1

The school's curriculum is excellent. Learners enjoy and benefit from a wide range of activities inside and outside the classroom. The outstanding range of creative activities resulted in the school achieving the silver Arts Mark. The school was awarded the Geography Association's silver school's award and the association wrote that the school's provision was 'amazing'. Approaches to learning match the needs of all pupils including those who have learning difficulties, or have gifts and talents. Resources are very well used. There is a good range of high quality additional activities that enrich the curriculum and promote pupils' development and enjoyment. Provision for pupils personal, social and health development are excellent and the school uses an exceptional range of community and other links to enhance learning.

Care, guidance and support

Grade: 1

The school provides a very high level of care for its pupils, and related procedures, including child protection, are very good. Health and safety routines and risk assessments are firmly in place and carried out thoroughly and regularly. Pupils' safety and well being are paramount at all times, ensuring that the school is a very safe and supportive place to be. Children settle into the Foundation Stage particularly well because of the outstanding care taken over the pre-school placement visits and other well considered induction processes. From this early start staff members know all pupils really well and treat them with respect and fairness at all times. The partnership with

parents is exemplary. The school association provides unstinting support and is a real asset to school.

Linked to the exceptional practice in pastoral care, there are robust procedures in place to assess the pupils' academic progress. Comprehensive assessment information is regularly updated and pupils' strengths and weaknesses are accurately identified and appropriate support or extra challenges are provided at all times.

Leadership and management

Grade: 1

Teamwork is of the highest quality and everyone plays a valuable part in moving the school forward. The headteacher's leadership is outstanding. Governors and parents provide first-rate support. Everyone involved in the school shows an unremitting drive to achieve their best.

There is a clear understanding of strengths of the school and areas that need more development. The school's self evaluation is extremely effective. The school development plan provides very clear guidance on relevant issues for raising standards and takes into consideration support and initiatives from all sources. The outstanding governing body is fully involved in this process and they bring a wide range of skills to bear as they act as critical friends, challenging decisions and requesting explanations where this is judged to be necessary.

The school has outstanding links with other schools and organisations such as the National Trust to provide the pupils with many exciting additional opportunities. Management at all levels is very good with a high commitment to include all pupils in all activities. Parents value this and see it as an important feature of the school. The school is very well placed to continue its successes and has an excellent capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming me into your school. I enjoyed my time with you and would now like to tell you what I found out about your school. I agree with what one or two of you told me - Limpsfield is a great school.

I think you all do very well and really try hard at all times. You are all making very good progress and I was very impressed that you knew what to do to make your work even better. I saw that you know you are especially lucky to have so many different activities to interest you. I also saw how keen you are to take part and how well you behave. Many of you told me how much you enjoy being at school, and how proud you are of what you can do. I am sure that you will continue to try hard so your school can be the fun place that you like and where you can all learn. Some of you also said that you wish the playground was better and more interesting. I agree with you and I have asked the teachers to see if they can do something about it for you.

Finally, I would like to thank you once again for all your help. I wish you well in the future.

With kind regards

David Marshall

Lead Inspector