

Reignhead Primary School

Inspection report

Unique Reference Number	107077
Local Authority	Sheffield
Inspection number	363715
Inspection dates	16–17 June 2011
Reporting inspector	Andrew Swallow

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair	Mr Ian Saunders
Headteacher	Mrs Janet Hamilton
Date of previous school inspection	18 May 2010
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 9 teachers. The inspectors held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at the school's improvement plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. The inspectors examined questionnaires from 76 parents and carers, as well as those from pupils and staff.

The inspectors reviewed many aspects of the school's work. They looked in detail at a number of key areas.

- Rates of progress made across Early Years Foundation Stage, given the large numbers of children joining the school with special educational needs and/or disabilities.
- Progress made by all pupils across Years 1-6, particularly in writing and mathematics.
- The extent to which attendance has improved since the last inspection.
- The quality of teaching throughout the school, given significant turnover of staffing recently.
- The impact of leadership and management, at all tiers, including governance, to sustain recent improvements.

Information about the school

Most of the pupils at this average-size school are of White British heritage. The proportion of pupils known to be eligible for free school meals is similar to that seen nationally. The number of pupils with special educational needs and/or disabilities is higher than the national average.

Since the last inspection, a full re-structuring of the senior leadership team has been completed. Amongst the school's awards are Healthy School status, Arts Mark, Active Mark and Eco-Schools award.

In May 2010, the school was given a notice to improve because it was performing significantly less well than in all the circumstances it could reasonably be expected to perform.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires a notice to improve.

Reignhead primary is a satisfactory school that is improving strongly. Standards are rising; they are now average and achievement is satisfactory. Pupils' writing skills have particularly improved since the last inspection. Staffing is more stable than in recent years, and leaders and managers across all tiers show a real commitment to driving forward improvements. This is because the headteacher has high aspirations on behalf of all pupils, and high expectations of all staff. As a consequence, the quality of teaching is improving, is satisfactory overall, but with increasing levels of good practice across the school.

The good care and guidance provided by all adults result in good behaviour and above average attendance by the vast majority of pupils. Support for those pupils whose circumstances make them vulnerable is of a particularly good quality. All staff know individual children and their families well and, as a consequence, pupils say that it is a safe environment in which to learn. Parents and carers are very supportive and confirm how much they feel welcomed in school. They value the 'happy and supportive environment.' Pupils are exceptionally proud of their school, making outstanding contributions to school life and the local community. The good curriculum provides wide-ranging activities of which the pupils take full advantage. They particularly benefit from the many sporting opportunities, including swimming, which make a positive contribution to their good understanding of the importance of living healthily, and from the interesting visits and visitors to school that bring learning alive. The 'hands on' experiences in the local environment, especially the 'Forest School,' are particularly enjoyable and successful. As a consequence, pupils' personal development is good.

Pupils enter the Early Years Foundation Stage with skills that vary from year to year, but that overall are lower than expectations for their age, especially in communication and personal and social development. They get off to a good start, gaining significant confidence in their social and emotional qualities, with an increasing number reaching the overall goals expected for their age by the time they leave. Across Key Stages 1 and 2, the vast majority of pupils now make satisfactory progress in reading and writing to reach broadly average standards. Not all pupils yet make the progress they might in mathematics, although standards are broadly average across the school.

Governors, the headteacher and senior leaders have responded vigorously to the areas for improvement from the last inspection. Good procedures are in place to confirm the school's performance. Self-evaluation is accurate. Recently-refined systems to check the rates of progress made by all pupils are very effective and contribute to improvements in pupils' outcomes. Governors are visible in the school community, and very supportive.

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They understand the school's strengths and weaknesses, and are increasingly confident in challenging the school to improve its outcomes. Senior leaders throughout the school recognise that all teaching and learning must now be at least good, in order to accelerate pupils' progress, and raise standards faster. Plans are in place to ensure this happens. All these characteristics highlight the school's good capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate rates of progress, especially in mathematics, throughout the school by:
 - – ensuring all teachers are consistent in providing opportunities for pupils to work things out for themselves
 - – taking more advantage of everyday experiences for pupils to use mathematics in 'real life' scenarios, across subjects, reinforcing constantly oral calculation skills.
- Ensure all teaching results in good learning by:
 - – providing opportunities in all year groups for pupils to work with each other to deepen understanding
 - – providing feedback throughout lessons to all pupils about how well they are doing and the next steps in their learning
 - – refining strategies to check the quality of teaching so that they measure precisely the impact on all pupils' learning.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily and enjoy their learning. When given the opportunity, they readily collaborate to develop each other's thinking. For example, pupils in Year 6 are eager to share ideas and question each other about logical approaches to solving everyday problems. In Year 4, pupils share thoughts about the variations in 'brightness' achieved through using pastels, oils and paint, in preparation for their work on aspects of Jamaican culture. Pupils of all abilities engage equally well in such tasks. Their positive responses help to narrow the attainment gap between different groups, particularly for those with specific learning needs.

Throughout the school standards in writing are rising and are now at least average in most classes. This represents significant improvement since the last inspection. Teachers take every opportunity to encourage pupils to talk about their learning, participate in role-play, read to each other and share questions and viewpoints, in preparation for writing. Standards in reading are also broadly average. Although standards in mathematics are average overall, pupils' progress varies from year to year. This is because not all teachers yet create sufficient opportunities for pupils to persevere and work things out for themselves, and to apply mathematical skills to real-life problems, with an emphasis on oral calculation skills. Nonetheless, the vast majority of learners makes satisfactory progress and achieves satisfactorily by the end of Year 6. Pupils who have special educational needs and/or disabilities progress at the same rate as that of their peers. This

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is because they are always involved in general learning experiences, and benefit from additionally-targeted support from other adults in one-to-one and small group arrangements.

Pupils develop good individual skills and qualities. They attend very well, show a good understanding of how to eat healthily, and a desire to stay fit. They behave well and say they feel safe in school. Through their work on the school council, fund-raising for village events as well as global charities, exceptional work as eco warriors' and contributions to the local environment, pupils' spiritual, moral and social qualities develop very well. They have a good understanding of the lives of people from different cultures and religious backgrounds.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The overall quality of teaching is satisfactory. There is an increasing proportion of good practice. Teachers create a supportive environment that ensures all pupils feel involved and cared for. Where learning is at its most effective, stimulating opportunities for pupils to talk and work together develop good understanding. A range of questioning techniques encourages pupils to think for themselves. Staff readily share opportunities to improve each other's work. However, in some lessons teachers talk for too long and do not challenge pupils soon enough to work things out for themselves. Consequently, the pace of learning slows. Not all teachers assess, with sufficient rigour, the progress made by all

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pupils in lessons. As a consequence, not all understand how well they are doing, and whether they could be achieving better. Support for pupils' learning in small groups or one-to-one, especially that of pupils with special educational needs, by teaching assistants and other adults, is effective. Arrangements to check the quality of teaching are systematic, but do not always consider the impact of key activities on pupils' learning and progress.

The curriculum is good. A range of visits and visitors into school extends what is on offer. For example, all pupils in Year 4 learn a brass musical instrument, and all in Year 5 swim regularly. The 'Forest School' makes effective use of the local environment to stimulate pupils' learning, affording exciting opportunities to learn about the countryside. Art is a real strength and heightens pupils' powers of observation. Good links with local secondary and other primary schools provide access to specialist facilities and different sporting competitions. The varied extra-curricular activities include gardening, martial arts, street dance, film and cheerleading. The curriculum to promote pupils' social and emotional development is particularly strong. Links across all topics, for pupils to practise their literacy and information and communication technology (ICT) skills, are stronger than those for mathematics.

Pupils receive good pastoral care and support. Staff ensure high levels of welfare, especially for those most vulnerable due to their circumstances. Good partnerships between the school and different specialist agencies impact positively on all pupils, especially those with special educational needs and/or disabilities. Effective links with families and secondary schools mean that induction and transition processes result in pupils moving smoothly through the different phases of their education. Adults have high expectations of pupils, resulting in good behaviour and harmonious relationships.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has led the school well during the significant changes in staffing, re-focusing effectively the responsibilities of senior leaders, and responding successfully to the areas for improvement identified in the last inspection. She has ensured that all staff work as a team, providing bespoke development opportunities, and encouraging the constant sharing of good practice. Good links with other local schools, local authority consultants and outside agencies enhance the quality of learning experiences for all pupils. As a consequence, morale is good and there are shared priorities for continuous improvement. Self-evaluation is accurate, with good procedures in place to check on the

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quality of the school's work. These include rigorous arrangements to check the progress of all pupils, both during and across years.

Procedures to safeguard pupils are good. They include rigorous arrangements for recruiting staff, and for assessing and managing risks. The school works effectively with key agencies involved in the care and welfare of pupils. Governors and staff receive regular training on child protection issues. The school integrates issues about safety into the curriculum well, so that pupils develop a good understanding of how to keep themselves safe. Governors discharge their responsibilities conscientiously, meeting regularly with the headteacher to review the impact of all arrangements.

Links with parents and carers are good. They are kept well-informed about pupils' progress and well-being through the regular meetings, questionnaires and newsletters, and through the 'parent champion' who promotes regular communication between families and the school. The governing body carries out its statutory duties efficiently and is highly-supportive of the headteacher and staff. Governors have been systematically involved in checking the progress of the school against its areas for improvement, and are developing confidence in challenging leaders and managers about pupils' outcomes, and increasingly holding the school to account for its performance.

The school provides appropriate opportunities for all pupils to achieve, and all adults tackle discrimination, if it arises, efficiently. This strong sense of unity within the school is extended by charity fund-raising, contributions to village events, and concerts for local community residents. However, there is scope for further opportunities to draw on the rich and divergent backgrounds of people in different parts of the country, and across the world. As a result, the school promotes a satisfactory understanding of the importance of community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. Many children join with skills that are lower than those expected for their age, particularly in communication, calculation, and personal and social development, and some have identified additional needs. Nevertheless, all settle quickly and learn to listen attentively and concentrate on their work.

From the outset, adults provide very strong support for children's welfare, learning and development. Relationships between families and Early Years Foundation Stage practitioners are especially effective. There is a good flow of information and regular communication about individual children's needs and developments, although children's learning 'journals' are not as fully developed as they might be. The environment for learning is attractive and stimulating. Teaching is imaginative and activities carefully planned to respond to all of the key areas of learning. There is a good balance of teacher-directed and child-initiated experiences. Resources are motivating and invite children to investigate, and develop their ideas and understanding through constant talk. Those with special educational needs and/or disabilities make particularly good progress, because they are well-supported by all of the adults and activities are well-tailored to enable them to succeed.

Outdoor arrangements are constantly improving, and mirror closely indoor facilities. However, adults are sometimes unclear about the nature of the learning promoted outdoors. Consequently, opportunities are occasionally missed to assess children's progress in communication and social skills. For the most part, children are well-behaved and respond positively to clear expectations and appropriate levels of praise and encouragement. As a result, the vast majority gains significant social and emotional confidence, with a large number reaching the overall goals expected for their age. Good leadership of the Early Years Foundation Stage ensures that adults work well as a team, with a common sense of purpose so that all children have the opportunity to achieve as well as they can.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was lower than the national average for primary schools. The vast majority of responses were supportive of the school. These comments reflect the good feedback from the school's own surveys. Inspectors share the many positive views expressed by parents and carers, in particular

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about the good quality of care, guidance and support that all children receive. Inspectors find the quality of teaching to be satisfactory, and improving, rather than good. This is largely because pupils are presently making satisfactory progress, and achieving as expected. Inspectors noted few incidents of unacceptable behaviour, and effective strategies employed by adults on the few occasions this occurred.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Reignhead Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 281 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	43	41	54	1	1	1	1
The school keeps my child safe	46	61	26	34	4	5	0	0
My school informs me about my child's progress	29	38	44	58	2	3	1	1
My child is making enough progress at this school	28	37	45	59	2	3	1	1
The teaching is good at this school	35	46	39	51	2	3	0	0
The school helps me to support my child's learning	33	43	39	51	2	3	1	1
The school helps my child to have a healthy lifestyle	37	49	37	49	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	36	43	57	1	1	1	1
The school meets my child's particular needs	30	39	40	53	3	4	1	1
The school deals effectively with unacceptable behaviour	27	36	34	45	10	13	1	1
The school takes account of my suggestions and concerns	26	34	37	49	7	9	2	3
The school is led and managed effectively	26	34	42	55	5	7	2	3
Overall, I am happy with my child's experience at this school	36	47	33	43	4	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 June, 2011

Dear Pupils

Inspection of Reignhead Primary School, Sheffield, S20 1FD

Reignhead is a satisfactory school that is strongly improving, and that no longer requires a notice to improve. Significant improvements have been made since the last inspection in May 2010.

As before, you get off to a good start in the Early Years Foundation Stage where you learn well. Teaching is improving and most of you are now making appropriate progress across Years 1-6, and reaching average standards. Some of you could still do better, especially in mathematics. Your headteacher and governors, and all of the staff, are working really hard to improve what is happening in school. Your attendance has improved and few of you are persistently absent. Keep it up! We agree with many of you and your parents and carers who told us how kind the adults are and how much you enjoy school. You behave well and get on well together. We were really impressed by the outstanding work you carry out in your roles as 'Eco' warriors in the local environment, by the work of the school council, and by your efforts in raising funds for charity. You clearly enjoy the many opportunities to play sport. All the adults take good care of you.

Mrs Hamilton, the staff team and governors know exactly what needs to be done to maintain Reignhead's improvements. They are to:

- ensure that you make better progress and reach even higher standards, especially in mathematics
- make sure that all teaching is good by involving you sooner in working with each other to deepen your understanding, and providing feedback throughout lessons so that you all know whether you are doing well enough.

You can all help by continuing to give of your best and to support each other.

Yours sincerely

Andrew Swallow

Lead Inspector

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