

Reigate Primary and Nursery School

Inspection report

Unique reference number	131402
Local authority	Derby
Inspection number	381338
Inspection dates	24–25 April 2012
Lead inspector	Susan Lewis

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	348
Appropriate authority	The governing body
Chair	Claire Primrose
Headteacher	Nicola Mardlin
Date of previous school inspection	10 March 2009
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Age group	3–11
Inspection date(s)	24–25 April 2012
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Introduction

Inspection team

Susan Lewis Additional inspector

Colin Lower Additional inspector

Paul Delbridge-Smith Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 25 lessons led by 21 teachers, including some lessons in which they were accompanied by a sign language interpreter. They heard pupils read and talked with them about their work. Inspectors held meetings with senior staff, teaching assistants and the head of the specialist provision for deaf pupils (the Enhanced Resource Facility). They talked with members of the governing body, parents and carers and groups of pupils. Inspectors observed the school's work, and looked at a wide range of documentation, including the school's self evaluation and improvement planning, the data the school holds about pupils' progress and its safeguarding documents and practices. Inspectors scrutinised 155 parental questionnaires and those returned by staff and pupils.

Information about the school

This larger-than-average primary school is on the same site as a Children's Centre and an independent nursery provider. The very large majority of pupils are of White British heritage. In the lower part of the school a small but increasing proportion are from minority ethnic backgrounds and speak English as an additional language. Mobility is also higher in the lower school because some pupils enter the school whilst waiting for a placement in a school closer to their home. The proportion of pupils known to be eligible for free school meals is above average. There is an above-average proportion of disabled pupils and those with special educational needs, including those supported at school action plus and 22 with a statement of special educational needs. The school has specialist resourced provision for pupils with special educational needs. This provides currently for 24 pupils who are deaf.

Since its previous inspection, there has been considerable change in the leadership team and in staffing. Two thirds of staff have been in the school for less than three years.

The school does not meet the current floor standards, whereby the government sets the minimum expectations for pupils' attainment and progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. Teaching and achievement are rapidly improving. The school is not yet good because pupils lack opportunities to practise information and communication technology (ICT) skills across subjects and teaching is not yet consistently good or better. Deaf pupils do not always have enough access to specialist teaching to accelerate their English language and literacy skills. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory overall. Last year, Year 2 and Year 6 pupils were very close to reaching floor standards despite attainment on entry considerably below age-related expectations. Currently these year groups are achieving at the expected levels and exceeding them in reading. Deaf pupils make satisfactory progress in literacy and their progress is often good in mathematics because of effective teaching.
- Teaching is satisfactory. The many new staff have been supported well to improve their teaching by careful deployment and help from leaders. Most teachers use the information they have about pupils' attainment to plan work that is well matched to needs. Occasionally, work does not challenge all groups within the class and is too hard or too easy for some.
- Pupils' behaviour is satisfactory and often good in lessons, particularly where the teaching is good or better. Deaf pupils show good personal development. Pupils say they feel safe in school and generally have positive attitudes to learning.
- The headteacher and the governing body have brought the school through difficult times by successfully managing staff changes and school performance.

What does the school need to do to improve further?

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- Ensure all groups of pupils have more opportunities for using and applying their information and communication technology skills to support their learning in the different subjects of the curriculum.
- By May 2013, improve the quality of teaching to be good or better at each key stage by ensuring that:
 - the pace, challenge and activities in all parts of lessons meet the needs of all learners
 - all teachers involve pupils more actively in whole-class activities through a better balance of pupil and teacher talk
 - teachers' questioning probes and checks on pupils' learning and the information gained leads to teachers adapting work to meet all pupils' needs.
- Ensure those pupils who are deaf have sufficient access to specialist teaching each day to accelerate the development of their English language and literacy skills.

Main report

Achievement of pupils

Children enter the Nursery and Reception classes with skills considerably below those typical for their age, particularly in speaking and listening and in personal and social development. These children, including those who speak English as an additional language, make best progress in communication, language and literacy and in their personal development because of the continuous support for the development of these skills. When they leave the Early Years Foundation Stage, they have made up some of the ground but are still below average overall.

Pupils in Key Stages 1 and 2 are making accelerated progress. In Key Stage 1, improved teaching, linking learning and careful grouping of pupils are raising standards. In Year 2, standards are already close to those expected nationally in literacy and mathematics. Year 1 pupils' made excellent progress when working with even and odd numbers through rhymes and practical activities that made learning fun. Attainment in reading is broadly average by the end of Year 2 because of the consistent approach adopted. Pupils show increasing confidence in their speaking, listening and reading, particularly their skills in linking sounds and letters.

Year 6 pupils did not reach Key Stage 2 floor standards in 2010 and 2011, although results were much better than in previous years. Current Year 5 and Year 6 pupils are in line to reach the national average in mathematics and writing, and exceed it in reading, by the end of Key Stage 2. The new approaches to reading and writing are having a positive impact on achievement. Pupils work out meanings and approach unfamiliar texts with confidence. Year 5 pupils displayed good progress in their

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writing of short stories, including their use of different forms of language, because their teacher ensured they all understood the task, checked well on how they were doing and encouraged them to think for themselves. In Years 3 to 6, pupils' progress in mathematics is accelerating, although the new focus on problem solving is too recent to have yet paid off. Parents and carers have a more generous view of their children's progress than that of inspectors.

Disabled pupils and those with special educational needs make satisfactory and, sometimes, better progress because their needs are carefully identified and appropriate targets and programmes put into place. Pupils who are deaf achieve satisfactorily overall. They make good progress in their general communication skills, including their use of British sign language. Their progress in English language and literacy, although satisfactory, is more variable. Although the support they have in lessons enables them to be included and learn alongside their friends, some have insufficient opportunities for regular, individual sessions with a specialist teacher to drive their language and literacy forward faster. Other groups also make satisfactory progress, including those known to be eligible for free school meals.

Quality of teaching

Teaching is improving rapidly because of the strong leadership of teaching and learning. Pupils, parents and carers are very positive about the improving quality of teaching, although pupils rightly think that, sometimes, they spend too long sitting on the carpet listening, when they could be more involved in the learning. In an outstanding lesson, the enthusiastic teacher got the balance exactly right. High expectations and careful use of support staff enabled all pupils to make excellent progress and be completely engaged in the lesson.

The teaching of disabled pupils and those with special educational needs is satisfactory. Careful grouping of these pupils and allocation of teaching assistant support enables them to be included well in lessons and make similar progress to that of others. Teachers generally use the technology available to support pupils who are deaf appropriately, and work satisfactorily with specialist staff to support these pupils' learning in class.

Teaching is most successful when teachers use probing questions and discussion to check how pupils are doing and adapt work accordingly. In a Year 6 lesson about why humans might colonise other planets, careful teacher intervention and questioning of different groups enabled pupils to develop the ways they might present their written arguments. Occasionally, lessons lack the right level of challenge for everyone, for example when some pupils already know how to do the task being explored with the whole class, but still sit through lengthy explanations. Teachers use marking positively to help pupils understand how to improve their work. The teaching of reading is, currently, good. Staff understand and have expertise in the new approaches, link lessons carefully and share with pupils effectively what they need to do next. A particular strength is how pupils' daily reading records are used with families to check on how much and how well pupils

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are reading.

The introduction of creativity into the curriculum is exciting pupils and helping them to apply their basic skills in more practical contexts. Initiatives in reading and writing are engaging and enthusing pupils well. However, opportunities to use ICT to enhance learning are missed when pupils lack the opportunity to apply these skills in other subjects. Good enrichment opportunities through clubs and visitors are appreciated by pupils. An emphasis on teamwork and responsibility, effectively supports pupils' spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Pupils are polite and eager to learn. Although a very few do not attend regularly enough, the school has worked hard with parents and carers and external agencies to improve attendance. Consequently, attendance has improved and is average. A new behaviour policy and a rewards and sanctions system are understood by pupils who are clear what behaviour is acceptable and what is not. Behaviour for learning in lessons is almost always positive. In their replies to the inspection questionnaires, a few parents and carers indicated that they had concerns about behaviour, although the very large majority think behaviour is good. Inspectors explored these concerns and found the school's procedures for dealing with incidents are effective and support improvements in behaviour. Overall, inspection findings endorsed behaviour as satisfactory over time. Incidents of bullying are rare and are dealt with swiftly. Pupils indicate they have confidence that such behaviour will be dealt with appropriately.

Almost all pupils say they feel safe in the school and their parents and carers agree. Pupils move safely around the school and have a good understanding of how to keep safe, including internet safety. Older pupils, including those who are deaf, are aware of potential dangers and different forms of bullying, for example, those linked to social networking and cyber bullying.

Leadership and management

Leadership and management are satisfactory but improving as recently appointed middle managers take increasing responsibility for their areas of responsibility. Despite the considerable staffing instability and an associated budget deficit, good senior leadership has overcome these difficulties so that the school is well placed to improve. Pupils' progress has accelerated, and they are on course for achieving nationally expected levels this year. These rising standards follow from improved teaching, much of which is now good or better. Teaching quality is rapidly improving through effective performance management. Inadequate teaching has been eradicated and inexperienced staff are gaining confidence through the good professional guidance and coaching from leaders.

The governing body has a good range of skills that it uses on the school's behalf. It fully understands the development priorities and checks regularly on the school's

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progress towards targets. Parents and carers acknowledge this improvement. The sustained trend of better progress and attainment, pupils' positive conduct and attitudes to learning and improving teaching quality demonstrate that the school has the capacity to improve further.

Rigorous analysis of data informs leaders and managers how well every pupil is achieving. This ensures that no individual or group is disadvantaged and progressing less than others. Competent leadership of the enhanced resource facility ensures that pupils who are deaf feel fully included in school and make progress at least in line with their peers. If pupils are falling behind, the school is quick to act, using pupil-progress meetings to seek out appropriate interventions and closely evaluate their impact. Consequently, discrimination is tackled and equal opportunity for all is assured.

The curriculum has been revised, but ICT is not used extensively enough. Whole-school approaches to reading and more opportunities to write at length are raising literacy standards. All pupils enjoy the signed songs and prayers that are an important part of school life. Many pupils and some staff have also learned to sign reflecting the school's inclusive ethos. All this contributes appropriately to pupils' spiritual, moral, social and cultural development. This is promoted successfully through the many opportunities pupils have to work together, the themes in assembly, the visits and visitor programmes and links with other schools including international links.

Safeguarding procedures meet statutory requirements. The school works well with external agencies and families to protect and support pupils whose circumstances have made them vulnerable, and to secure the safety and well-being of all pupils in their care. Several parents and carers commented on how supportive the school is when they find themselves in need.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 April 2012

Dear Pupils

Inspection of Reigate Primary and Nursery School, Derby, DE22 4EQ.

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking with you. Thank you to those of you who read to us and talked with us. It was pleasing to hear how much you felt you were learning and about all the different things you enjoyed doing. We found that your school is satisfactory. It is improving quickly because the governors, your headteacher and staff check very carefully on your progress and on how well you are being taught, so teaching and learning are improving. These are some of the other things we found out about your school.

- You like the changes your school has made, such as your creativity lessons.
- Your behaviour is satisfactory overall and often good in lessons. Occasionally, you get restless when you sit for too long on the carpet listening to teachers' explanations of things you could work out for yourselves.
- You feel safe and know that if there are any squabbles or teasing, your teachers will quickly sort it out.
- You join in with your lessons well and try hard to work things out for yourselves.

We have asked your headteacher and the governing body to do the following things to make your school even better:

- to provide you with more opportunities to use computers to help you learn and find out things for yourselves
- to give you more opportunities to join in lessons and by making sure that the work always challenges each one of you to think hard
- to make sure that those of you who are deaf have all the extra help you need from the teachers of the deaf to improve your English language and literacy skills.

You can help too by always concentrating in class, and for the few of you who do not attend school every day to do so – unless you are ill.

Yours sincerely

Susan Lewis
Lead inspector

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