

# Reigate Primary and Nursery School

Reigate Drive, Mackworth Estate, Derby, DE22 4EQ

**Inspection dates** 2–3 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The progress of more able pupils, pupils with special educational needs and deaf pupils is uneven in reading, writing and mathematics.
- Teaching is not yet good or better and more able pupils are not consistently challenged throughout lessons.
- The work planned for pupils is sometimes too easy or too hard as information about what pupils know already is not used well to plan new learning.
- Teachers do not confidently use pupils' answers to decide that pupils are ready to move on with their learning.
- Marking does not give pupils advice on how to improve their work or provide them with the opportunities to apply their knowledge, especially in mathematics.
- Deaf pupils do not have sufficient opportunities to work with a specialist teacher to drive their learning forward faster.
- Leaders check pupils' performance but this is not done regularly enough or with enough detail to ensure that all groups of pupils make good progress.

### The school has the following strengths

- This is an improving school. National curriculum assessment results for Year 2 and Year 6 pupils in 2013 show a marked improvement from 2012.
- The teaching of reading is good, especially in Year 1.
- School leaders including the governing body have an accurate understanding of the strengths and weaknesses in the school's work.
- Pupils have good relationships with adults. They feel safe in school and have a good understanding of how to keep safe.

## Information about this inspection

- Inspectors observed 24 parts of lessons including three joint observations with the headteacher.
- Discussions were held with groups of pupils, two members of the governing body, a local authority representative, members of staff including senior leaders and other leaders with specific responsibilities.
- Account was taken of 20 responses to the online questionnaire Parent View and the outcomes from the school's own consultations with parents. Inspectors also spoke to several parents at the start of the school day. The 22 responses of the staff questionnaire were also analysed.
- A number of school documents were examined which included information about pupils' progress and the school improvement plan. The minutes of governing body meetings, documentation regarding safeguarding and local authority reports were also evaluated.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils read and talked to them about their enjoyment of school.
- In September 2013 the school received additional funding (Primary Sports Funding) to widen the scope of sporting activities. Inspectors evaluated the school's plans for the allocation of this grant.

## Inspection team

Lois Furness, Lead inspector	Additional Inspector
Peter Lawley	Additional Inspector
Alwyne Jolly	Additional Inspector

## Full report

### Information about this school

- The school is a larger than average- size primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional government funding for children in local authority care and those known to be eligible for free school meals and others, is above than that found in most schools.
- Although a below average proportion of pupils are supported at school action, the proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- Twenty five pupils currently access the specially resourced provision for pupils with special educational needs provided by the local authority at the school. The resourced provision caters for 26 full-time pupils who are severe to profoundly deaf.
- Most pupils are of White British heritage and the proportion of pupils who speak English as an additional language is below average.
- Since the previous inspection in April 2012, six teachers have left the school and in September 2013, five newly qualified teachers were appointed.
- Many pupils leave or join the school at other than the usual time in the school year as pupils often attend this school before being placed in a school nearer their home.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

### What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by:
  - ensuring previous assessment information is used precisely to plan the next steps of learning for all pupils
  - encouraging teachers to be more responsive to pupils' answers and then have the confidence to let pupils move on to a new task
  - ensuring marking provides advice to pupils on how to improve completed work and in mathematics provides pupils with the opportunities to apply their new knowledge.
- Ensure more-able pupils, pupils with special educational needs and deaf pupils make consistently expected or better than expected progress in reading writing and mathematics by:
  - challenging more-able pupils throughout the lesson
  - ensuring the work planned for deaf pupils and those with special educational needs is appropriate for them
  - maximising the efficient use of time and the expertise of the skilled teachers of the deaf
  - implementing a rigorous tracking system for deaf pupils and pupils with special educational needs alongside half-termly discussions of pupils' progress
  - leaders checking regularly the work of these groups of pupils and then taking any necessary action.

## Inspection judgements

### **The achievement of pupils** requires improvement

- All groups of pupils do not make good progress in reading, writing and mathematics. The progress of more-able pupils, pupils with special educational needs and deaf pupils is inconsistent throughout the school.
- Children start school in Nursery with skills that are well below age-related expectations especially in their personal development and in their communication and language skills. Good progress is made in these areas and in children's physical development. However weaker literacy and mathematical skills means that on entry to Year 1 the majority of children are working at levels below those expected for their age.
- The analysis of assessment information and lesson observations show that more-able pupils do not always make the progress of which they are capable. In lessons they are too often involved in work that is too easy for them, for example showing times on an analogue clock. These pupils completed this work easily and needed to start more challenging work sooner.
- The achievement of the deaf pupils requires improvement. They make good progress in their general communication skills, including their use of British sign language. Their progress in reading, writing and mathematics is more variable, as too often the work planned for them in the mainstream class does not precisely address their needs. The work planned for pupils with special educational needs is not consistently appropriate, and the work in their books show that activities are not always completed.
- In 2013, pupils' attainment by the end of Year 6 showed a marked improvement from 2012 when attainment was well below average. Eighty one percent of pupils attained the expected level in English and mathematics. Almost all pupils made at least expected progress from their starting points in Year 2. Current Year 6 assessment information suggests that this improvement will be maintained.
- In Year 2 attainment improved from the previous year when attainment was broadly average. This shows good progress from pupils' starting points at the end of Reception.
- The school is successful in teaching phonics (the links between letters and sounds). From low starting points, pupils in Year 1 are scoring above the national average in the phonics screening check. This is due to good teaching and daily phonic lessons for small groups of pupils.
- Pupils supported through the pupil premium funding receive small group and personalised support whenever it is needed. This proved successful in 2013 when the attainment and progress of Year 6 pupils in reading writing and mathematics was the same as that of other pupils in their class. The gaps noted in 2012 have been successfully narrowed.

### **The quality of teaching** requires improvement

- Although inspectors saw a number of lessons in which teaching was good there were too many lessons where teaching required improvement. Assessment information confirms that teaching has not been consistently good over time as not all pupils achieve well in all year groups.
- Teachers do not always set work which provides the right level of challenge for all abilities. Consequently the more-able pupils sometimes have work which is too easy, while the less able,

including those with special educational needs, do not always have the precise guidance they need. Teachers do not make sufficient use of pupils' answers to increase the level of challenge during lessons.

- Pupils' work is marked conscientiously and usually informs pupils if they have achieved their learning. However, advice about how to improve their work is not consistent. Targets are too often linked to the intended next steps of teaching rather than what the pupil can do to improve. In mathematics, marking rarely provides pupils with the opportunities to apply their new learning.
- Relationships between pupils and adults, and between the pupils themselves, are good, and this makes an important contribution to the positive climate for learning. Pupils want to learn and particularly appreciate the opportunities they have to share ideas with their learning partner. This was seen in Year 6 as pupils shared ideas about writing a conclusion to a balanced argument.
- Teaching assistants are mainly deployed effectively and they successfully ensure that all pupils are included in lessons. However at times, when working with pupils with special educational needs or with deaf pupils, they do too much for the pupils and do not provide additional challenges for them. Deaf pupils do not always have enough access to specialist teaching to drive their learning forward at a quicker pace.

### **The behaviour and safety of pupils**

### **requires improvement**

- Observations show that throughout the school and in different subjects, pupils have positive attitudes to learning when they find the work interesting. However when there is too much teacher talk or pupils can complete their work too easily, pupils lose concentration and off-task discussion takes place.
- Although a few parents replying to the school's consultation, the online questionnaire Parent View and some staff express concerns about behaviour, during the inspection behaviour was good. Records confirm that there are few instances of inappropriate behaviour occurring. Pupils say behaviour is good and that everybody knows the school rules which adults apply fairly.
- Reigate is a happy and friendly place to learn. Pupils spoken to say they enjoy school and feel safe. Most parents think their children are kept safe.
- Pupils have a good understanding of the different types of bullying including name calling, prejudice-based and cyber-bullying. They say that bullying does not happen often and any incidents that do occur are dealt with swiftly.
- New pupils who join at other than the normal times feel very welcome and settle quickly. Deaf pupils and those with special educational needs feel safe and enjoy school. They say pupils recognise that all have different needs and treat each other with respect
- Leaders work closely with parents to ensure they understand the importance of their children attending school. This has resulted in an improvement in attendance in 2012-13 to 95%. However there are still a few pupils who do not attend school regularly enough.

### **The leadership and management**

### **requires improvement**

- Leadership and management are not yet good because, although attainment by the end of Year 2 and Year 6 rose in 2013, and more pupils are making faster progress than in the past, there is still more to do to ensure consistency of teaching to enable all pupils, especially more able pupils, pupils with special educational needs and deaf pupils to achieve well.
- The headteacher and senior staff have high expectations for school improvement and self evaluation is accurate and realistic. The school improvement plan has a strong focus on raising the achievement of different groups of pupils. Information about pupils' progress is taken into account when making decisions about the pay of teachers.
- The responses of the staff questionnaire indicate that not all staff share the leadership's plans for improvement for the future, and there are concerns about the availability of opportunities for professional development. In response a 'vision' day is planned for October when all can contribute to how they see school improvement developing. Records show extensive professional development has taken place over the past year which is linked appropriately to school priorities.
- Systems are in place to track the progress pupils are making each term, alongside a variety of monitoring activities by school leaders including subject leaders. However this monitoring is not often enough or consistently detailed to ensure that teaching and all pupils' progress throughout the school is good. The leader of the specially resourced provision successfully ensures that deaf pupils are fully included in school life but does not ensure all make consistently good progress.
- The school provides a balanced curriculum which pupils enjoy. The opportunities pupils have to work together and the visits and visitor programmes contributes well to pupils' spiritual, moral, social and cultural development. The school is appropriately extending the opportunities for physical development through the use of the primary sports funding for example through additional after-school and lunchtime clubs.
- The local authority has provided good support and challenge over the last year. This has included challenge regarding the poor National Curriculum results of Year 6 pupils in 2012. In turn the local authority has recognised good practice within the school resulting in staff leading local authority Year 2 moderation activities and providing support in the teaching of phonics.
- **The governance of the school:**
  - School leaders provide regular information about pupils' performance and governors' minutes show secure evidence of governors asking challenging questions regarding the quality of teaching. They are not afraid to take action if teaching is not good enough. Governors ensure that performance-management is in place and all staff are set targets linked to pupils' progress and school priorities.
  - Some members of the governing body regularly visit the school gaining first-hand views of the school's work. Following a few concerns from parents regarding behaviour, one governor spent time in school finding out what behaviour is typically like. Governors have recently undertaken a skills-audit to evaluate where additional training may be required. One governor is attending the National College for Teaching and Leadership governor programme.
  - Governors oversee the school's finances effectively, including the new sports funding, and ensure that the pupil premium grant is used appropriately. They recognise the need to check the use of this grant in accelerating the progress of more able pupils. Governors fulfil their statutory duties regarding safeguarding, and ensure that discrimination is not tolerated in this inclusive school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	131402
<b>Local authority</b>	Derby
<b>Inspection number</b>	428878

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	342
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Primrose
<b>Headteacher</b>	Nicola Mardlin
<b>Date of previous school inspection</b>	24 April 2012
<b>Telephone number</b>	01332 298969
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