

Serco Inspections  
Colmore Plaza  
20 Colmore Circus Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T: 01216 799164  
Direct email: [tim.ogbourn@serco.com](mailto:tim.ogbourn@serco.com)



9 December 2013

Miss Nicola Mardlin  
Headteacher  
Reigate Primary School  
Reigate Drive  
Mackworth Estate  
DE22 4EQ

Dear Miss Mardlin

### **Requires improvement: monitoring inspection visit to Reigate Primary School**

Following my visit to your school on 6 December, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

### **Evidence**

During the visit, meetings were held with you, senior leaders and representatives from the governing body. I spoke with a representative of the local authority on the telephone. In these meetings, we discussed the actions taken since the last inspection. I visited classes, spoke informally to pupils and looked at their work. I also scrutinised additional school information including the records you keep of the monitoring of teaching quality and the progress pupils are making. The school improvement plan was evaluated.

### **Context**

There have been no significant changes since the previous section 5 inspection.

### **Main findings**

You have responded swiftly and positively to the findings from the school's previous inspection. You have worked with governors to draw up an improvement plan that sets out very clearly the actions you need to take in order for the school to be judged 'good' at its next inspection. This plan is based on a precise analysis of the progress pupils need to make across all classes in order to secure good achievement across the school. Targets are challenging and now set high expectations for the progress and attainment that more-able pupils should meet. From your plan, it is clear how senior leaders will monitor improvements across their areas for responsibility. It is also clear how governors will hold you to account for the progress you make in meeting these exacting targets.

You are uncompromising when it comes to the quality of teaching you expect across the school. You have reviewed and strengthened the performance management targets for all teachers and teaching support staff. These now include a specific focus on the progress that named pupils should make this year; this includes the more-able pupils and pupils who are deaf, have other disabilities or special educational needs. You expect many of these pupils to make more progress than their peers nationally. You monitor the quality of teaching regularly and at first hand. You and other senior leaders conduct weekly 'drop in' lesson observations in addition to scrutinising planning and pupils' work. From these, it is apparent that teachers are improving their focus on the level of challenge in lessons, although some are more successful in doing this than others.

You have worked with the local authority to build additional capacity in the school to support the professional development of teaching staff. You have five newly qualified teachers and you are working with a partner school to provide tailored opportunities to support their first year in teaching. In addition, other members of staff are accessing national improvement programmes.

You have completely restructured the way the specialised teachers of the deaf are organised, so that these pupils now receive much more specialist teaching and/or support. These teachers now spend the vast majority of their time working with pupils one-to-one or in small withdrawal groups. This has had an immediate impact on the appropriateness of the planning for these pupils. It is now more tailored and based on a thorough understanding of the progress individual pupils need to make in speaking and listening, reading, writing and mathematics. You have also refined your systems for tracking the progress of all groups of pupils including deaf pupils and pupils with special educational needs. This is enabling you to act quickly to make additional provision for some pupils such as through the daily reading scheme and mathematics interventions.

Governors are fully committed to improving their own role as leaders of the school. They continue to provide high levels of support, for example through ensuring that additional resources are secured for the school to develop the high number of newly qualified teachers effectively. They have pro-actively commissioned training for the governing body on 'what good governors do' and have attended conferences with you and with your local authority adviser to ensure they know the steps the school

needs to take in order to become a good school. They are increasingly better placed to provide school leaders with a high degree of challenge and to understand the data they receive on the progress pupils are making.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

School leaders and governors all value the support they receive from the local authority's school improvement adviser. She has acted quickly to enable the school to receive additional support for teachers' development through brokering a partnership with another school. The local authority is facilitating this partnership with additional finance. This work has strengthened the capacity in the school for improving the quality of teaching. The adviser continues to monitor the progress the school is making through termly meetings with the headteacher.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Derby.

Yours sincerely

Philippa Darley  
**Her Majesty's Inspector**