

# Inspection of Reignhead Primary School

Platts Drive, Beighton, Sheffield, South Yorkshire S20 1FD

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Inspection dates: 14–15 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils feel safe in school. The golden rules are followed well and daily reflection time is a must. Around the school, pupils are polite and supportive of each other. Adults have high expectations. In lessons, pupils are calm, productive and focused on learning. Leaders and staff alike make sure that everyone is included in lessons.

Reminders around the classrooms help everyone to remember the internet rules. Pupils understand what bullying is. They learn about it in anti-bullying week and assemblies. Occasionally bullying happens, but pupils say adults sort it out.

Leaders provide a good quality of education. Pupils are given the chance to learn key words before a topic is taught to help them have a broad knowledge in all subjects. When pupils don't understand something, teachers keep working with them until they know it.

Early bird week is popular. Those who come to school on time get a sticker and their names are put into a draw. If their name is picked out, pupils receive a special reward. Pupils love the residential trips, especially going to Castleton where they gem pan and learn survival skills.

Parents and carers are welcomed into the school and enjoy taking part in activities with their children.

## **What does the school do well and what does it need to do better?**

Children get off to a good start when learning to read. Senior leaders have invested in new reading books in early years and key stage 1. The early reading leader has carefully planned phonics groups to match the needs of the pupils. Pupils who are catching up read books that accurately match the sounds they are learning. Children engage in phonics lessons through repetition. However, the phonics sounds are not being embedded quickly enough so it takes longer for pupils to remember them. There is not enough time given to connect the phonics to writing. This leads to a slower pace of learning.

Reading has been transformed since the last inspection. It is now at the heart of the school. Senior leaders have promoted reading by introducing a book spine which has helped pupils to choose suitable books to read. Older pupils like the 'shelfie' and they are proud to record the names of the books they have read on it. Pupils learn how to understand books through book study. Being a reader is something to be proud of. Reading ambassadors recommend books and say they want everyone in their school to enjoy reading.

Pupils are confident in mathematics lessons. They know that teachers will give them work that gets trickier throughout the lesson. They enjoy learning mathematical vocabulary. Sometimes, pupils are not able to work on the more difficult problems

because their arithmetic skills are not fluent. As a result, not enough pupils achieve the higher standards at the end of key stage 2.

Senior leaders have planned an ambitious curriculum. Curriculum leaders monitor their subjects well. In most subjects, leaders have ensured that content builds up over time. Most teachers are confident teaching subjects such as geography and science. However, in some subjects, such as art, it is not always clear what content pupils learn and when.

The leader of special educational needs is knowledgeable about the identification of pupils with special educational needs and/or disabilities (SEND). Pupils are well supported by adults around the school who have an in-depth understanding of their needs.

The governing body challenges the headteacher well. Governors are confident about what needs to improve in the school, especially the pupils' achievement at the end of key stage 2. Governors say the headteacher is responsive to questions they ask. Transparency from senior leaders allows them to understand what is working well and what needs to change.

In early years, children are trained well to choose their learning task and stay focused on it. They show high levels of self-confidence and are keen to learn. The organisation of the provision encourages children to develop their independence. Adults interact very well with the children. They know when to intervene with skilful questions and when to step back. As a result, learning is purposeful and harmonious.

## **Safeguarding**

The arrangements for safeguarding are effective.

Accurate safeguarding records are kept, and they are organised well. Staff are confident with the training they have received. They know whom to go to and how to report any concerns about pupils. New staff receive an in-depth induction. They quickly get to know the safeguarding systems. Outside agencies such as the fire service visit the school to help pupils learn how to stay safe. All computer equipment filters what pupils can access. The governor for safeguarding is knowledgeable about safeguarding procedures.

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

### **(Information for the school and appropriate authority)**

- A well-structured phonics system is in place. Teachers and teaching assistants follow this system well. This helps pupils to learn to read. However, children do not always remember the phonics sounds as quickly as they could. They do not

use them in writing enough. Senior leaders must make sure that staff have further training to help pupils use the sounds they have learned in their writing.

- In mathematics, not enough children undertake more challenging arithmetic sooner. As a result, some pupils cannot practise more complicated problem solving. Leaders must develop further the sequence of learning in mathematics to further improve pupils' arithmetic skills and knowledge.
- Subjects beyond English and mathematics are in place for all year groups. Curriculum leaders can see what is being covered and when. However, pupils do not always learn new content well because they do not have the prior knowledge or skills needed. Curriculum leaders and teachers must further develop the sequencing of knowledge in foundation subjects so that pupils use their prior knowledge when they are learning something new.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	107077
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10121672
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	311
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Dawson
<b>Headteacher</b>	Carole Stafford
<b>Website</b>	<a href="http://www.reignhead.sheffield.sch.uk">www.reignhead.sheffield.sch.uk</a>
<b>Date of previous inspection</b>	7–8 November 2017, under section 5 of the Education Act 2005

## Information about this school

- Immediately after the last inspection, the school was briefly supported by an executive headteacher. Since then, the headteacher has developed a new leadership team, including a new deputy headteacher.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, subject leaders and other staff. An inspector met with members of the governing body and spoke with a representative of the local authority.
- We looked in detail at five subjects – reading, mathematics, science, geography and art – to consider the quality of education. We visited a range of lessons with senior leaders. We also met with teachers, curriculum leaders and pupils, and looked at a sample of pupils' work in these subjects.
- We met with the leaders with overall responsibility for safeguarding and looked at school records. We also scrutinised the single central record.

- Throughout our time in school, we spoke informally with parents and we looked at 25 responses to Parent View. We also spoke to 33 pupils.

### **Inspection team**

Lesley Allwood, lead inspector	Ofsted Inspector
Alison Ashworth	Ofsted Inspector
Heather Mensah	Ofsted Inspector

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