

Inspection of Reigate Park Primary Academy

Reigate Drive, Mackworth Estate, Derby DE22 4EQ

Inspection dates: 11 and 12 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy attending this caring and inclusive school. Pupils feel safe and happy. They are in eager anticipation of what they will learn.

Pupils rise to teachers' high expectations. They demonstrate respect for themselves, others and the environment. Pupils are accepting. They learn to celebrate differences they may have with others.

Pupils are extremely proud that they become proficient users of British Sign Language (BSL). Older pupils recognise that the qualification they obtain in BSL will not only benefit themselves, but others, too.

Pupils know what bullying is. They say that some pupils fall out with each other and that teachers resolve this when it happens. Pupils say bullying is very rare. They know teachers will not tolerate bullying.

Children in the early years get off to a good start. Staff help children to express their feelings and to consider the feelings of others. This develops them socially and prepares them well for their next stage.

Pupils are very well behaved. They commit to their learning. Pupils know the school rules will be consistently applied by all staff. This creates an environment in which pupils can spend every minute learning.

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

Leaders have designed a broad and ambitious curriculum. The curriculum encompasses all the national curriculum subjects as well as time for all pupils to study BSL. Subject leaders have ordered the curriculum so that pupils are able to build on what they have learned before. There is careful consideration of cross-subject links so that pupils can draw on their knowledge from different domains to support new learning. Some subject leaders have not been able to check well enough how well teachers deliver some subjects. As a result, they do not always know how effective teaching is.

Teachers use their expert knowledge to present information to pupils well. This helps pupils learn, and does not give them too much to think about at once. Teachers select appropriate core texts so that reading is the driver of learning in many subjects. They check that some pupils can recall the important knowledge they need to understand new concepts. On occasion, teachers do not check well enough that all pupils have secured this knowledge. This leaves some pupils being unable to recall important knowledge which they need to have remembered.

The provision for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Pupils with SEND are well supported by teachers and additional adults to achieve across the full curriculum. Their needs are accurately

identified, and teachers use effective strategies well to help these pupils overcome barriers to learning.

Children start learning to read at the end of Nursery. For those who are new to the school, learning to read starts as soon as they arrive in the Reception Year. Staff who teach reading use a consistent approach. Staff are early reading experts. Assessment is regular. If assessment shows that a pupil might be falling behind staff intervene swiftly to ensure they keep up. Pupils read every day. Sometimes, the books that some pupils read are not precisely matched to the phonics they know.

The early years provision is very well resourced. Staff play with children and teach them how to discuss in pairs sensibly. The interaction between staff and children ensures that pupils develop and learn. For example, counting cakes using the interactive whiteboard supports children to develop their understanding of number as well as developing their fine motor skills.

Pupils demonstrate British values such as respect and tolerance. The curriculum goes beyond the academic. Pupils value the clubs they can attend, such as book club and craft club to name a few. Pupils benefit from learning about staying safe and about healthy friendships, as well as learning about mental wellness. The high-quality approach to character development through the 'harmony pledge' and 'character competency' schemes develops pupils to be resilient and honest.

Pupils learn about different faiths and cultures. They have opportunities to reflect on things using their own faith and beliefs. Pupils also understand that people of different faiths and no faith may have differing views. The school prepares pupils for life in modern Britain.

Staff are proud to work at this school. They report that leaders take into account their workload and well-being. They value the support and professional development that they receive. Trust leaders and senior leaders accurately evaluate the school's provision and know how to improve the school further.

Safeguarding

The arrangements for safeguarding are effective.

The curriculum ensures that pupils learn how to stay safe both in person and online. Pupils know members of the safeguarding team. They know that members of this team will listen to them and help them.

Leaders have trained staff well to follow the school's safeguarding procedures. Staff are highly vigilant, and record and report any concerns about children swiftly.

Leaders maintain detailed records of safeguarding incidents and actions to keep pupils safe. They work closely with external agencies to support pupils and families who are most vulnerable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders do not effectively monitor the teaching of the curriculum. They do not evaluate how well teachers teach the curriculum. Leaders must ensure that subject leaders have the skills and knowledge they need to monitor the implementation of the curriculum more effectively.
- Some teachers do not check systematically enough that all pupils have remembered the important knowledge as set out in the curriculum. Some pupils are unable to recall this knowledge as well as they should. Leaders should ensure that teachers check that all pupils are able to recall the most important knowledge that is set out in the curriculum.
- Some of the books that younger pupils read are not precisely matched to the phonics they know. As a result, some children do not become fluent readers as quickly as they could. Leaders must ensure that the books pupils read match closely to the phonics that they know.

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 information from Ofsted Parent View 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.

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

Unique reference number	145855
Local authority	Derby
Inspection number	10254728
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	Board of trustees
Chair of trust	Anne Weinstock
Executive principal	Lynn Thorne
Website	www.reigate.theharmonytrust.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of The Harmony Trust.
- The school does not use alternative provision.
- The school has nursery provision for three- to four-year-olds.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, modern foreign languages, computing and science. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.

- The inspectors listened to a sample of pupils in key stages 1 and 2 reading to a familiar adult. Inspectors also visited a range of lessons in other subjects. For these subjects, they checked the work that pupils had produced, looked at subject plans and spoke to pupils.
- Inspectors met with leaders responsible for behaviour, personal development, the early years foundation stage, and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 1 and 2.
- The lead inspector met with the safeguarding leads to discuss the actions taken to keep pupils safe. He reviewed a range of documents related to safeguarding, including the school's single central record.
- The lead inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The lead inspector met with trustees.
- The lead inspector met with representatives of the trust, including the chief executive officer.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff questionnaire.

Inspection team

Rakesh Patel, lead inspector	His Majesty's Inspector
Rob Cruise	Ofsted Inspector
Paul Lowther	Ofsted Inspector

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