

Inspection of an outstanding school:

Reay Primary School

Hackford Road, Stockwell, London SW9 0EN

Inspection dates:

10 and 11 May 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils are extremely happy and proud of their school. They appreciate the range of opportunities and experiences that the leaders and staff offer. These help them to learn well and enjoy their learning. Working relationships between pupils and adults are respectful and caring. One pupil said, 'I love coming to school.' This is typical of pupils' comments about the school.

Pupils' behaviour is exemplary in lessons and around the school. Bullying happens rarely. Adults are quick to resolve any issues. The school's values are based on high expectations of all pupils and making sure that everyone is respected and valued. Pupils are encouraged to be tolerant of, and kind towards each other. Pupils said that they feel valued and very safe.

Leaders encourage pupils and their parents and carers to take an active part in the school and the wider community. For example, parents visit the school weekly to read with pupils.

Pupils are supported to take part in cultural initiatives. For example, pupils won an award from the London Mayor for their idea for an artistic piece for the Fourth Plinth in Trafalgar Square. Pupils are also encouraged to care for the local area by litter-picking with an adult.

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

Leaders have designed an ambitious curriculum that is based on the national curriculum. Leaders identify what they want pupils to learn in each phase, including in early years. The order in which new content is taught in each year is carefully sequenced. However, subject leaders have not made sure that in all subjects, what pupils learn in key stage 1

builds cumulatively on the curriculum that children learn in Reception Year. This means that a few pupils are not as well prepared for their learning as they could be in some subjects during Years 1 and 2.

Leaders are ambitious to support pupils' personal and emotional development through widening pupils' understanding of the world, for example through learning about the First World War and about celebrating inspirational people of colour. Pupils are encouraged to broaden their understanding of a wide range of views and differences between people. Leaders review their curriculum thinking and ensure that it meets the needs and aspirations of the pupils.

The curriculum places a strong focus on widening pupils' vocabulary in all subjects. Teachers often check pupils' understanding of what they have learned in lessons and identify and address pupils' misconceptions. As a result, pupils typically demonstrate their understanding of complex subject knowledge, such as the water cycle in science. However, sometimes teaching is focused on the activities that pupils are doing rather than on the key content that pupils need to retain in their long-term memory. As a result, some pupils sometimes remember the activities they have completed rather than the essential knowledge they must remember.

Pupils with special educational needs and/or disabilities (SEND) learn the same ambitious curriculum as their peers. Staff work in collaboration with the SEND coordinator to understand what the needs of pupils with SEND are and how to address these. Teachers adapt activities effectively to enable pupils with SEND to access the full curriculum.

Early reading is treated as a high priority. Leaders expect all pupils to learn to read as quickly as possible. Pupils build reading confidence and fluency by the end of Year 1. In Reception, children are taught to read using the school's chosen phonics programme. This starts by the second week of the children joining Reception Year in September. Daily support is quickly put in place to enable pupils to keep up with the phonics programme and practise their reading. All books that pupils read are matched to pupils' phonic knowledge. Leaders have purposefully widened the variety of texts that children and pupils read to help foster a love of reading.

Leaders, staff and governors encourage pupils to be prepared for life beyond primary school. Pupils are taught to practise mindfulness techniques in the school garden to manage their feelings. Leaders encourage pupils to be culturally aware, for example by exploring issues regarding the return of objects on display in museums to their countries of origin. Leaders and staff organise numerous clubs after school, which pupils attend and enjoy, such as the 'In Harmony' music club.

Pupils are taught the importance of treating everyone equally and with respect. Pupils behave in a thoughtful and respectful way in and around the school. Learning proceeds without interruption, including for the children in early years when they are interacting with each other in the outdoor learning areas.

Leaders and governors care about staff well-being. Leaders ensure that teachers' workload is managed well. This is appreciated by the staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust procedures to keep pupils safe. The governing body prioritises safeguarding. Staff receive up-to-date training and know the risks pupils face. Staff know the signs to look out for that may suggest that a pupil is at risk of harm and whom to tell. Clear recording systems are kept. Leaders and staff act quickly to deal with concerns.

Leaders work with outside agencies to ensure that pupils get the help they need. Pupils are taught how to keep themselves safe, including when they are using computers and learning online. They know whom to speak to share any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching is more focused on the activities that pupils are doing than on the essential subject content that pupils need to remember long term. This sometimes leads to gaps in pupils' subject knowledge, when pupils remember the activities that they did rather than the crucial knowledge set out in the school's curriculum plans. Leaders should ensure that all teaching is focused on ensuring that pupils learn, understand and can recall the key content that they need for future learning.
- Subject leaders have not made sure that in all subjects, what pupils learn in key stage 1 builds on the curriculum that children learn in Reception Year. This means that some pupils are not as well prepared as they could be for learning during key stage 1. Leaders should ensure that curriculum thinking is coherently planned through early years and into Years 1 and 2 in all subjects.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first upgraded inspection since we judged the school to be outstanding in March 2017.

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	100634
Local authority	Lambeth
Inspection number	10255416
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair	Ross Burnet (Co-chair), Andrew Starke (Co-chair)
Headteacher	Caroline Andrews Kate Hartill (Acting Headteacher)
Website	www.reay.lambeth.sch.uk
Date of previous inspection	15 and 16 March 2017, under section 5 of the Education Act 2005

Information about this school

- There have been significant changes to the governing body and senior leadership team since the previous inspection.
- The co-chairs of the governing body were newly appointed in October 2022.
- The deputy headteacher has been in the role of acting headteacher since 1 September 2022. This is in the absence of the headteacher.
- The school partners with an external provider that offers after-school care five days a week for pupils who attend the school.
- Leaders do not currently use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.

- The inspector held meetings with the acting headteacher and other school leaders, including the subject leaders.
- The inspector met with those responsible for governance, including the vice-chair of governors, and spoke with the school's improvement adviser via telephone.
- The inspector carried out deep dives in early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work. The inspector also listened to some pupils read.
- Other subjects, such as science and geography, were also considered as part of this inspection.
- The inspector observed behaviour in lessons and at other times of the school day.
- The inspector scrutinised a range of documents, including those relating to safeguarding, behaviour and pupils' wider development, and the school's improvement plan and leaders' evaluation of the school.
- The inspector considered the effectiveness of safeguarding through discussions with leaders, teachers and pupils. The inspector looked at records relating to safeguarding, including pre-employment checks on staff.
- The inspector considered the views of parents and school staff through discussions and their responses to Ofsted's online surveys. There were no responses to Ofsted's online survey for pupils.

Inspection team

Pamela Fearnley, lead inspector

Ofsted Inspector

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