

# Reigate Primary School

## Inspection report

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<b>Unique Reference Number</b>	131402
<b>Local Authority</b>	City of Derby LA
<b>Inspection number</b>	315801
<b>Inspection dates</b>	13–14 February 2008
<b>Reporting inspector</b>	Stephen Walker

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

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<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 on roll</b>	
School	407
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Grace Carroll
<b>Headteacher</b>	Miss Nichola Mardlin
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	Reigate Drive Mackworth Derby Derbyshire DE22 4EQ
<b>Telephone number</b>	01332 298969
<b>Fax number</b>	01332 298750

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Reigate Primary is larger than average size school. It serves an area where levels of social and economic deprivation are above average. The majority of pupils are of White British heritage and a small number come from minority ethnic backgrounds. The proportion of pupils with learning difficulties and disabilities is above the national average as is the proportion eligible for free school meals. Most pupils start at the school with levels of knowledge and understanding that are well below those expected nationally. The school has recently gained Artsmark and Activemark awards.

The school's enhanced resource facility caters for 26 pupils who have hearing impairment. These pupils use British Sign Language as a means of communication and learn alongside pupils in main classes for most of the time. The school is now part of the Mackworth / Morley Children's Centre with Sure Start provision located on the school site.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement and standards as well as curriculum provision.

In the relatively short time, since the headteacher took up her post, pupils' progress and provision have improved. The impact of her clear leadership is reflected in the good start children get in the Foundation Stage and the sound progress pupils make by the end of Key Stage 1. However, this improvement has not yet reversed the severe legacy of underachievement at Key Stage 2 where achievement is inadequate and standards remain well below the national average.

The headteacher has taken swift actions to improve the use of teaching assistants and to eliminate unsatisfactory teaching. Teaching is now satisfactory overall with examples of good practice. Targeted support, especially for boys and those with learning difficulties and/or disabilities is beginning to help specific pupils make sound progress. However, the school recognises the need to improve further the overall quality of teaching and learning so that pupils can attain higher standards. The headteacher has rightly identified that better use must be made of assessment information to plan work that fully meets the needs of individual pupil and track their progress more effectively.

Pupils' personal development is satisfactory. They enjoy their time at school and develop into confident and friendly individuals. Care, guidance and support for pupils are sound. Pastoral support is good. Parents speak highly of the school and the level of care provided for their children. The provision for pupils with hearing impairment is satisfactory and they integrate well into lessons. The curriculum is under review and the school has started to rectify deficiencies but overall it is currently unsatisfactory. It does not focus well enough on promoting basic skills in literacy and numeracy across all subjects.

The headteacher and deputy headteacher have a clear and accurate view of the areas for development. They are uniting staff in the quest to raise standards. However, the school is aware of the need to provide more training for key staff so that they have the skills to set challenging targets and monitor progress to raise overall standards. Despite recent actions, the weaknesses identified in the last inspection report have not been eradicated fully. As a result, Reigate school does not provide satisfactory value for money. However, the relatively new leadership and management is taking appropriate action and therefore the school has a satisfactory capacity to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the Foundation Stage with levels of attainment which are very low compared with national expectations. Good teaching and an emphasis on social and personal development ensure that the children make good progress. As a result, standards improve to levels slightly below expectations by the end of the Reception Year. There is good teamwork between teachers and teaching assistants. The positive atmosphere encourages success and enables children to work and play together as friends. Strategies to raise the attainment of boys are noticeably

successful. Good links between parents and staff enable children to feel secure and well supported. The outdoor area is not used well enough to promote children's learning.

### **What the school should do to improve further**

- Raise the overall achievement and standards, particularly in English, mathematics and science at Key Stage 2.
- Ensure that assessment information is sufficient, recorded and analysed enabling teachers to track pupils' progress and standards of attainment accurately.
- Improve teachers' skills in the use of assessment information so that work set meets the learning needs of each pupil fully.
- Ensure the curriculum is relevant to pupils' needs and places greater emphasis on developing basic skills across the full range of subjects.
- Improve the leadership skills of key staff so that the school's performance and actions taken are monitored and evaluated accurately.

### **Achievement and standards**

#### **Grade: 4**

Most pupils start Year 1 with levels of attainment that are below average. In lessons, most pupils make satisfactory progress. However, national assessments results indicate that pupils perform below average in reading, writing and mathematics by the end of Year 2. The more structured approach to reading and phonics is beginning to improve standards of attainment. However, in Key Stage 2, standards at the end of Year 6 are well below the national average and the rate at which most pupils make progress is inadequate. Pupils with hearing impairment make satisfactory progress because they receive appropriate support. The small numbers of pupils from minority ethnic backgrounds also make satisfactory progress. Achievement and standards are lower than they should be because pupils' progress in the past has not been recorded carefully enough and the school has not sufficiently focused on targeting support for those pupils who underachieve. Some of the more recent initiatives, including the system of tracking pupil progress have not yet had time to fully impact on overall standards and achievement

### **Personal development and well-being**

#### **Grade: 3**

Pupils enjoy school. They are happy and friendly individuals. They behave well in lessons and around school. Pupils wear their uniform with pride and have a good sense of right and wrong. They work and play well together and ensure that pupils with hearing impairment are included in all activities. They show a good appreciation of how to stay safe within the school environment. Attendance is broadly average but it is improving. There are good systems for monitoring absences. The school has rightly identified the need to promote the independence of its pupils and provide more opportunities for them to make a positive contribution to the school and local community. The school is developing the role pupils play in the school council. Some Year 6 pupils act as play leaders for the younger pupils. Pupils understand the importance of healthy lifestyles. Pupils' spiritual and cultural awareness is sound. The school prepares pupils well socially for secondary school.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teachers encourage good working relationships and create a supportive learning environment where pupils are confident to ask for help. Teachers are increasingly using the interactive whiteboards well as a teaching and learning tool. The impact on improving standards is clearly visible in Key Stage 1 but due to the legacy of underachievement, improvements are not so noticeable in Key Stage 2. Overall, teachers are not using assessment information consistently to inform their lesson planning so that they meet the needs of individual pupils. Pupils with hearing impairment are integrated well into lessons, however, the school is aware that they need to involve them more in discussions through effective questions.

### Curriculum and other activities

#### Grade: 4

The content and structure of the 'creative curriculum' does not focus sufficiently on promoting the basic skills across the curriculum. This has been, and remains a key weakness. It largely accounts for pupils' inadequate progress. Considerable time and energy are spent making afternoon lessons active and enjoyable for pupils but this is at the expense of providing enough learning opportunities for basic key skills in literacy and numeracy. Regular visitors to the school enhance pupils' experience in the creative and visual arts while physical education lessons contribute well in promoting pupils' personal development. Trips out of school and extra-curricular activities enhance the learning opportunities for all pupils including those with hearing impairment.

### Care, guidance and support

#### Grade: 3

Pastoral care and support is good. Robust systems are in place to ensure that pupils are safe and well looked after. The school works particularly closely with a number of external agencies in supporting those with behavioural, emotional and learning difficulties. Pupils are appreciative of the way teachers are always there to help them. Parents greatly value the supportive and sensitive approach of the school. Teaching assistants provide good support for pupils who require additional support with their learning. However, there are weaknesses in the level of academic guidance provided for pupils. Assessment data is not used effectively to identify the needs of individual pupils or the progress they make.

Inconsistencies in feedback to pupils, on what they have done well and what they need to do to improve their work, limits the school in its ability to involve pupils in their own learning and increase the rate at which they make progress.

## Leadership and management

#### Grade: 3

The headteacher has managed the school well during a challenging period. Parents, teachers and governors respect her commitment to promote good standards of behaviour, enjoyment in learning and high levels of care for all pupils. The newly appointed deputy headteacher

provides good support. She and the headteacher are both acting as good catalysts for change. The school is aware of the need to improve the leadership skills of teaching and learning managers so that the school can monitor the quality of teaching and learning and the progress that pupils make more robustly. School improvement planning is broadly satisfactory although it does not place enough emphasis on being able to judge how well the school is doing in raising achievement and standards. Resources for pupils with hearing impairment are limited. As a result, lessons are not always as interesting as they could be for pupils. Governance is satisfactory. They are aware of the school's strengths and areas for further development. Governors are supportive of the headteacher and staff and are becoming more involved in holding the school to account for the overall achievement and standards reached by pupils.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
How well are learners cared for, guided and supported?	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

## Text from letter to pupils explaining the findings of the inspection

15 February 2008

Dear Pupils

Reigate Primary School, Mackworth, Derbyshire, DE22 4EQ

Thank you for making us so welcome and talking to us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you in assemblies and during playtimes. Your headteacher and teachers are working hard to make your school even better for you.

These are some of the things you and your school does well:

- You try hard and enjoy coming to school
- You behave well and take care of one another
- The teachers and support staff care greatly for you
- There are many extra activities at the school
- The school runs very smoothly and calmly
- Your headteacher has good ideas about how to improve the school.

We have asked Miss Mardlin, the staff and the governors to do the following things to make the school even better:

- Make sure that you make good progress in English, mathematics and science
- Use the test results to help some of you who do not do so well, to improve your work
- Help teachers to use the information about your progress so that they can help you in areas of work that you find difficult and also challenge you in areas that you find easier
- Help you more with your basic skills so that you are better prepared for secondary school
- Make sure that your teachers know what is working well and how some things can be made better so that you learn more.

Keep working hard and enjoying the many things you do at Reigate Primary School. We would like to wish you success in your future education.

With very best wishes,

Stephen Walker

Lead inspector