

Reigate Primary School

Inspection report

Unique Reference Number	131402
Local Authority	City of Derby
Inspection number	328587
Inspection dates	10–11 March 2009
Reporting inspector	Dorothy Bathgate HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	377
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Claire Primrose
Headteacher	Miss Nicola Mardlin
Date of previous school inspection	14 February 2008
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Reigate Drive Mackworth Derby DE22 4EQ
Telephone number	01332 298969
Fax number	01332 298750

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Reigate Primary is a larger than average size school. It serves an area where there are many social and economic challenges. 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/or 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 22 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: 2

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

When the school was inspected just over a year ago, it was given a notice to improve because of significant underachievement. Since the last inspection the good leadership of the headteacher and deputy headteacher, combined with the hard work of the staff, has ensured good progress and has transformed many aspects of the school. The headteacher provides clear direction and vision for the school and is passionate about providing the highest standards of teaching and learning possible for all pupils. Parents are overwhelmingly positive. The school has made good progress in addressing all of the areas for improvement and has good capacity for further improvement. As one parent wrote, 'Reigate Primary is now a good school that I would recommend to anyone.'

Standards and achievement were inadequate at the time of the last inspection. Significant improvements in the quality of teaching and learning are ensuring that most pupils are now making good progress in lessons, and over time. However, the legacy of underachievement means that the standards of the pupils' work remain below where they should be. Standards in mathematics are below those of English and science. The school is aware of the need to accelerate progress in mathematics to bring it into line with English and science.

The school provides good care, guidance and support so that the pupils enjoy their learning and make good progress in their personal development. The school's aims place a clear emphasis on personal development. Pupils have a good understanding of how to stay safe and be healthy. Their good behaviour and concern for others are evidence of their good spiritual, moral and social development. Pupils enjoy school and through the school council and various other responsibilities, make a satisfactory contribution to their school community. The school's systems for monitoring the progress of individual pupils are rigorous and include regular assessment, tracking and target setting. Consequently, swift and appropriate action is being taken to remedy any remaining underachievement.

The quality of teaching and learning is good overall. Pupils work effectively together and share ideas, and this develops their learning and enjoyment in lessons. However, activities for the more able pupils are not always sufficiently challenging, particularly in satisfactory lessons. Pupils are set literacy and numeracy targets each half term and these contribute to their improved achievement. The curriculum was inadequate at the time of the last inspection. It is now satisfactory and recent developments are ensuring that there is a more cross-curricular and creative approach to planning.

The school's leadership and management are good overall. The headteacher has successfully shared important leadership roles throughout the school. Many subject leaders are relatively new to their posts, but they have made a positive start to improving provision. The school sets challenging targets for improvement and the school is now well placed to realise its aspirations of further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The effectiveness of the Early Years Foundation Stage is good. The welcoming and purposeful atmosphere gives children a secure and happy start to school, which helps them to achieve

well. There is good continuity from Nursery into the Reception class and children continue to build systematically on their previous learning. Consequently, children make good progress overall throughout the Early Years Foundation Stage. The temporary lead teacher is providing effective leadership. Planning is good and ensures a high priority is placed on play-based learning and learning for a purpose. Activities are well matched to the needs of individual children and are presented in an interesting way to stimulate ideas and promote independence. Recent changes to the teaching of letters and sounds is beginning to impact and is providing children with a more secure start to early reading and writing. The staff make very perceptive observations of the children's learning and track their development thoroughly in their Sparkle books. This information is used carefully to set targets for the next stage of their development.

What the school should do to improve further

- Ensure pupils make more rapid progress in mathematics in order to raise standards.
- Ensure that the more able pupils are always fully challenged by the tasks provided for them.

Achievement and standards

Grade: 2

Achievement and standards are good overall because pupils are making good progress from well below average starting points. Teachers' assessments for Key Stage 1, the results for the 2008 national tests at the end of Key Stage 2 and the latest teacher assessments all indicate that standards are rising. At the end of Year 2 in 2008, pupils attained below average standards overall. Pupils in Year 6 also attained standards that were below average overall. However, there were significant improvements in English and science and standards in reading and writing were broadly in line with the national expectations. Standards in mathematics were below those found nationally and the school has already identified this as a priority area for development. The school has set challenging targets for the current Year 6 to attain in 2009. The school's own tracking systems and the current standards of work in Year 6 confirm that the school is on track to achieve these targets. Pupils who find learning more difficult and those with hearing impairment make good progress because tasks and support are carefully matched to their individual needs.

Personal development and well-being

Grade: 2

Pupils' good behaviour contributes well towards the way pupils work and play together in harmony. Spiritual, moral, social and cultural development are good overall. There are good opportunities for cultural development and pupils have a good knowledge of cultural diversity in Britain. Assemblies nurture pupils' confidence and sense of self-esteem by actively involving them and celebrating their achievements. Pupils' satisfactory and improving attendance is a reflection of their good enjoyment of school. They look after one another well and have a good awareness of personal safety, and this influences what they do. They readily take on responsibilities such as playtime game leaders, and make a helpful contribution to the school and wider community through raising funds for good causes nationally and internationally. Pupils know how to work both independently and as members of a team and this supports their preparation for future adult life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. A combination of good leadership by the headteacher, effective support from the local authority and rigorous monitoring of pupils' learning has improved teaching and learning so that almost all lessons have good features. Very good relationships between adults and pupils result in calm, positive learning climates. There are good strategies for engaging the pupils and for developing their independent learning skills. Assessment information is effectively used to track the pupils' progress. The best teaching is well paced, sharply focused and builds well on the pupils' prior learning. In these lessons there is a good balance of teacher input and independent activities and the pupils' understanding is skilfully assessed and promoted through thoughtful questioning. However, in some satisfactory lessons, activities planned for the more able children are not always sufficiently challenging or stimulating. Teaching assistants are well informed and understand what different pupils should achieve. They are well deployed in lessons and provide good guidance and support for individual pupils and small groups. Classroom displays support learning well and create a positive environment for learning by effectively celebrating the pupils' achievement.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school has made some innovative changes to the curriculum since the last inspection and many of these are still in the very early stages of implementation. Consequently, it is not possible to judge the impact of these at the present time. A strong feature is the careful planning in English, mathematics and science that supports pupils well through building systematically on previous learning. Creative links are beginning to be made between subjects. Learning is becoming more active, particularly in literacy, numeracy and science and includes more practical activities, which pupils say they enjoy and which enhance learning. There are some enrichment opportunities through visits out and visitors to school, which add interest, enjoyment and lasting memories. Pupils enjoy an appropriate range of after-school clubs.

Care, guidance and support

Grade: 2

An important strength of the school is the good pastoral care offered, which includes systems for ensuring the health, safety and welfare of pupils and safeguarding procedures that are robust and regularly reviewed. This is particularly beneficial to pupils who find learning more difficult and other vulnerable pupils. The high level of commitment from all staff to the care of each pupil creates a positive place for learning where pupils know they are valued. Systems to provide academic guidance are robust and ensure a close check is kept on how well pupils are progressing. The quality of teachers' marking is excellent and provides pupils with clear guidance on how to improve their work, and where appropriate, links to their targets. This is making a discernible contribution to pupils' progress. Parents appreciate the information they receive each half term in relation to their child's targets, which supports effective partnership working between home and school.

Leadership and management

Grade: 2

The good leadership of the headteacher has been a key factor leading to the school's improvement. She has acted decisively to improve the quality of teaching and learning and has successfully created a shared sense of purpose amongst staff. Newly appointed senior staff and subject leaders are growing into their leadership roles. Subject leaders already have a good understanding of the strengths and areas for development in their subject areas. The school improvement plan has a clear focus on continuing to improve pupils' outcomes. The school's contribution to community cohesion is good overall. The school's work in ensuring equal opportunities is outstanding, particularly for pupils with hearing impairment, through their successful inclusion and participation in all aspects of school life. Governors are fully supportive of the headteacher and single-mindedly committed to the continuing improvement of the school. The recent development of the standards committee has successfully strengthened their capacity to evaluate the school's effectiveness and to plan for further improvement. The significant improvements since the previous inspection show that the school has good capacity to continue to improve.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which 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	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

12 March 2009

Dear Pupils

Inspection of Reigate Primary School, Derby, DE22 4EQ

Thank you very much for making me so welcome when I visited your school recently.

I thoroughly enjoyed my visit and it was a pleasure to speak to many of you in classes, at break and lunch times, as well as in some small groups.

It was good to see you all enjoying your learning. You are to be congratulated on the good progress you are now making and on the higher standards you are achieving. This is because you are taught by good teachers who want you to make good progress. I enjoyed joining in a game of Red Riding Hood bingo with some of the youngest children in the Nursery, and was just a bit disappointed not to win. I was spellbound in a Year 3 class by the outstanding speaking and listening and adventure story writing. I was terrified by the scary picture and music, as well as by some of your ideas! I was particularly pleased to hear from the other inspectors that the Year 1 and Year 2 pupils were demonstrating good reading and writing skills as well. Pupils in Year 5 were demonstrating good team working skills during their design and technology lesson. It was good to see some thoughtful reflection on this, as well as some honest peer assessment. Well done to all of you! Your teaching assistants work very hard to support many of you in lessons and this helps you to gain confidence and make better progress. Your behaviour is good both in lessons and in the playground. All the staff and governors take good care of you and you are also good at caring for each other.

Reigate Primary is a good school. However, there are still some things that could be better. Your progress in mathematics is not as good as that in English and science. Your teachers are already beginning to find ways to help you with this and you can help them by asking for help with things you do not understand. Some of you who learn quickly are not always given activities that challenge you enough. I have asked all of your teachers to make sure that you are given work that will interest you and really make you think hard.

Your parents are rightly pleased that you attend a good school. Keep up the good work and always remember to do your best. Thank you again for making my visit so enjoyable!

With best wishes for the future

Dorothy Bathgate

Her Majesty's Inspector