

# Reigate Park Primary School

Reigate Drive, Mackworth Estate, Derby, Derbyshire DE22 4EQ

<b>Inspection dates</b>	10–11 December 2015
<b>Overall effectiveness</b>	<b>Requires improvement</b>
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders have not been successful in bringing about the necessary improvements since the last inspection. The school is not improving quickly enough.
- The quality of teaching is not consistently good across the school. Some teachers do not have high enough expectations. In some lessons, work that is planned for pupils, particularly the most able, does not challenge them sufficiently.
- Attendance is too low. Too many pupils are persistently absent or late for school.
- Some boys in Key Stage 2 say they do not enjoy reading because the choice of books available to them at school does not interest them or motivate them.
- Many senior and middle leaders are new to their roles. They are keen to develop but are not yet effective in developing teachers' skills and confidence in order to promote good learning in the full range of subjects.
- There is inconsistency of approach in the teaching of phonics (letters and the sounds they make). Some teachers do not follow the prescribed plan or tackle pupils' misunderstandings quickly enough.
- Governors do not ensure that all statutory requirements are met.
- Some parents and carers are unhappy with the number of staff absences and changes that have taken place in recent times.

### The school has the following strengths

- Children get off to a good start in the early years. Good teaching, carefully matched activities and close links with parents and carers enable children to make good progress from their starting points.
- The interim headteacher and seconded deputy headteacher are providing strong and effective leadership. They are targeting the right priorities for improvement.
- Pupils say they enjoy school and feel safe. They are keen to take on roles and responsibilities such as school councillors.
- Pupils' progress is increasing for most groups, particularly for deaf pupils, disabled pupils and those with special educational needs. The gaps between disadvantaged pupils and other pupils in the school are narrowing.

## Full report

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

- Improve leadership and management by ensuring that:
  - recently appointed senior and middle leaders are provided with training, support and time to fulfil their responsibilities effectively
  - further strategies are implemented to increase attendance and punctuality, and reduce the number of pupils who are persistently absent
  - work with parents and carers develops further, leading to improved understanding and relationships
  - the governing body publishes an annual account of the school's pupil premium funding and its impact on raising standards
  - the governing body ensures all statutory requirements are met regarding the school's website.
  
- Improve the quality and consistency of teaching, learning and assessment throughout the school so that it is typically good or better, by:
  - improving the teaching of phonics in Years 1 to 4 so that a higher proportion of pupils achieve the expected level
  - ensuring the school's marking policy is consistently applied and all pupils know what they need to do next to improve and have the time to respond to teachers' comments
  - ensuring all teachers have consistently high expectations of what pupils can achieve and provide appropriate challenge for all year groups.
  
- Improve pupil outcomes by ensuring that:
  - the most able are provided with greater challenge in all subjects
  - a more interesting range of books is provided to promote reading engagement and enjoyment for boys throughout the school, but particularly in Key Stage 2.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Leaders and managers of the school have not addressed fully all the areas for improvement identified in the previous report. The long-term absence of an assistant headteacher and more recently the substantive headteacher, coupled with staff changes and managing the move into the new building, have slowed down the pace of change.
- The local authority has acted decisively and with suitable urgency to remedy this. Officers have secured the services of a highly experienced headteacher and seconded a deputy headteacher from a neighbouring school to add additional leadership capacity. They have settled into school well. They have quickly prioritised and focused on the areas of greatest need; improving the quality of teaching and pupils' behaviour. They have the support of most staff who are proud to be associated with the school. One commented in the staff questionnaire 'Reigate is definitely moving in the right direction.'
- Many of the senior and middle leaders are new to the roles. They are enthusiastic, keen to learn and responding well to the challenge. They are determined to support senior leaders in making the necessary improvements but have had limited training opportunities to increase their understanding of the roles, and to fully appreciate what is expected of them. Time has been provided for them to check out what is happening in the school and to support teachers. This has not yet been regular enough to have a full impact. The school is working with other schools and, along with additional support from the local authority, this has provided some high-quality professional development for some teachers and support staff.
- The school's improvement plan is appropriate. Leaders have used information from data analysis, discussions with staff and governors and analysis of pupils' work to construct the plan. The interim leadership team has devised a supplementary plan – focusing on those areas requiring the greatest improvement. All staff know the priorities. The school's self-evaluation is accurate.
- Systems to manage the performance of teachers are fully in place. Leaders' judgements on teachers' performance are linked to nationally accepted standards. They are rigorously holding staff to account for the progress made by pupils in their classes. They have set appropriate targets for each member of staff and are checking their progress through regular meetings to ensure that any areas of underachievement are swiftly addressed. Staff are aware that they need to meet their targets before progressing up the pay scale.
- Leaders have used the pupil premium funding in a variety of ways such as to increase staffing, to provide support for educational activities and to subsidise the breakfast club. The school's assessment information indicates that those pupils eligible for this funding are making rates of progress similar to that of other pupils throughout the school. However, leaders have not completed an evaluation of how the funding was spent in 2015 and what impact this had, nor published their spending intentions for this academic year.
- Leaders ensure that the physical education (PE) and sports funding is used effectively to develop pupils' abilities, increase their participation in PE and promote their well-being. Funding has been used appropriately to utilise specialist sports coaches and increase the range of provision and more pupils are participating as a result. Pupils also enjoy taking part in inter-school sports competitions through the Derby City Sports Partnership.
- The curriculum (the topics and subjects taught) is suitably broad and balanced. Pupils say that they enjoy the projects that the adults plan for them. However, the curriculum does not consistently provide learning opportunities that support, challenge and stretch the most-able pupils. As a result, this group does not always meet its learning potential. A full range of extra-curricular activities, including a range of trips and visitors to school, enhance the curriculum well.
- Provision both through lessons and assemblies promotes effective reflection on faith, culture and personal choices. Pupils demonstrate a sound understanding of British values. They are considerate of gender and equality issues, and show respect for pupils from all backgrounds. This provides them with valuable skills needed to participate fully and contribute positively to life in modern Britain. Pupils are taught to respect the law and their understanding is reflected in the way they acknowledge school rules. They know and understand the importance of democracy and about how decisions of a group should be made fairly.
- Parents' and carers' views of the school are polarised. The absence of senior staff, staffing changes and modifications to traditional school events has caused a degree of anxiety and frustration. Leaders recognise this and recently introduced a parents' forum to discuss concerns and issues. One parent wrote, 'I was very impressed that the head was willing to be open.' Leaders understand the need to work together in partnership for the benefit of pupils at the school.

#### ■ The governance of the school

- The long-standing Chair of the Governing Body has recently resigned. The Vice Chair and another

experienced governor have agreed to be interim co-Chairs of the Governing Body until a new Chair can be appointed.

- The school’s website does not meet statutory requirements. Most notably, there is no data showing the end of Key Stage 2 results for 2015 and the required pupil premium information for 2015 is also not available. In addition, there is no clear statement of the school’s values and vision.
- The governing body is seeking to recruit new members to complement the range of skills already in existence. They are also considering restructuring, to ensure that their work becomes more effective. Governors recognise that further work is required for them to be able to challenge the school more effectively.
- Governors receive regular reports from the headteacher and key staff about pupils’ achievement and the quality of teaching. They are also beginning to hold school leaders to account more effectively by asking challenging questions. Governors are familiar with the school’s data information tracking pupils’ achievement and can talk about how well different groups of pupils are doing across the school.
- Governors are aware that the most disadvantaged pupils have not always achieved as well as other pupils but know that the gaps are narrowing. However, they cannot speak with confidence about the achievements that pupils supported by the pupil premium are currently making in the school.
- Governors understand that the progress pupils make is the main driver for rewarding teachers’ pay.
- The arrangements for safeguarding are effective. Leaders, staff and governors are vigilant in ensuring that any concerns are promptly followed up and work closely with families to ensure the safety and well-being of their children. Systems are rigorous and effective policies and procedures are in place.

### **Quality of teaching, learning and assessment requires improvement**

- There is too much variability in the quality of teaching, learning and assessment across the school. As a result, some pupils do not always make good progress. Teachers do not always match their lessons carefully enough to the needs of pupils. Consequently, some find the work too hard and others too easy. Not enough is always expected of most-able pupils which means they do not achieve as well as they could. Sometimes pupils spend too much time listening to the teacher and not enough time doing their work. In these instances, pupils lose concentration and become distracted.
- The teaching of phonics is not as systematic as it should be. There is inconsistency in teaching from group to group because some adults teach according to the prescribed plan while others deviate from it. Prompts and scaffolds are not used effectively. Some pupils are unclear about what they are required to do, which results in them becoming confused. Some teachers’ expectations are too low and pupils’ recorded work not accurate enough. Mistakes made by pupils are not always picked up or addressed during the lesson and this causes them to be repeated in subsequent lessons. The pace of some lessons moves on too quickly for deaf pupils and some found it difficult to understand the vocabulary.
- Boys make slower progress in reading than the girls as they get older. There is a lack of high-quality, inspiring texts in guided reading sessions to engage their interest. The range of texts available in classrooms and the library does not interest or motivate boys to read. Leaders are aware of this and have implemented a range of strategies such as establishing book corners and purchasing new books to stimulate boys to read more for interest and enjoyment but these are at an early stage of implementation.
- Teachers mark pupils’ work routinely and pupils are provided with clear guidance about what they need to do to improve their work in literacy and numeracy. However, this is not always the case in other subjects such as science and topic (history and geography). Feedback does not always lead to improvements in pupils’ work as some children continue to make the same mistakes.
- Teaching assistants are usually deployed effectively within the school to support pupils’ learning. Teachers give teaching assistants clear instructions so that they know how to support pupils to the best effect. Sensitive support is provided for deaf pupils and those with other special educational needs. These pupils are included in lessons and staff promote their confidence by encouraging them to join in with the other pupils, for example by answering questions, sharing their work and reading aloud to the class.
- Where teaching is most effective, work is matched closely to pupils’ needs and builds well on previous learning. Teachers have good subject knowledge, provide clear explanations and set appropriate levels of challenge. In these lessons, pupils sustain their concentration to complete their tasks to the required standard.
- Relationships between staff and pupils are mostly positive and productive. Where learning is most effective, pupils use a range of resources and are able to develop their skills of independence with proficiency.

- Regular opportunities are provided for parents and carers to meet their child's teachers to discuss the progress being made and help them understand how well their child is doing. Most parents think that their child is well taught. Inspection findings, however, do not endorse this view.

## **Personal development, behaviour and welfare** requires improvement

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare requires improvement.
- Attendance is below average. Leaders have implemented a range of strategies to improve attendance and can demonstrate success with a number of identified families. However, persistent absence remains above the national average. There are also issues with punctuality because some families travel across the city to attend the school. The breakfast club is popular and this helps to ensure that most pupils get to school on time. Pupils benefit from socialising with their friends and joining in activities before school.
- Pupils know how to keep safe and most say that they feel safe in school. They receive suitable guidance through lessons and assemblies in developing skills that will keep them safe in their lives. Pupils talk knowledgeably about the dangers of the internet and know how to keep themselves safe online. They know that they can trust staff to listen to them and are encouraged to speak out when they have any concerns. Most parents and carers say that their children are safe and happy in school.
- Pupils are clear that bullying and derogatory or aggressive language are reducing and that teachers deal with any unsafe or threatening behaviour quickly and effectively. Pupils understand about different forms of bullying and issues of personal safety are suitably covered in the curriculum.

### **Behaviour**

- The behaviour of pupils requires improvement.
- When teaching is not engaging, pupils lose interest, are distracted and fidget. This slows the pace of their learning. In classrooms, most pupils behave well and listen carefully to teachers and to each other. They generally work well together in pairs and groups and enjoy learning.
- Pupils are encouraged to take responsibility for their own learning and behaviour. Most respond well to this. Pupils say they are proud of their school and enjoy all the activities and sports clubs on offer. They relish taking on responsibilities. For instance, older pupils are encouraged to take on responsibility and a number of Year 6 pupils are trained as play leaders and anti-bullying ambassadors. Pupils are proud of their role in helping to solve the problems of younger pupils. They regularly check the strategically placed worry boxes in which pupils can share their concerns and say, 'We deal with each one-by-one so that each worry gets sorted.'
- Pupils are polite and welcoming to visitors and are keen to talk about their school and their achievements and interests. They demonstrate self-discipline and show care for others.
- The large majority of parents and carers believe the school makes sure pupils are well behaved. However, a minority were concerned about bullying and cited instances of poor behaviour, which had not been dealt with effectively in the past.

## **Outcomes for pupils** require improvement

- Attainment in the national tests at the end of Year 6 fell sharply in 2015 in reading, writing and mathematics, following improvement in the previous year. The gap between disadvantaged pupils and all pupils nationally widened – where pupils were a year behind in reading, writing and mathematics. A number of specific circumstances contributed to this. This year group had a higher than average proportion of pupils with special educational needs and over a quarter of pupils joined the school late in their educational career. In addition, the quality of teaching was not strong enough throughout Key Stage 2 to ensure continued and sustained improvement.
- Children enter the Nursery with levels of learning typically well below those expected for their age. As a result of better teaching, outcomes have improved year-on-year since the last inspection. Nevertheless, the proportion of children entering Year 1 with a good level of development remains below, but much closer to, the national average.
- Phonics outcomes show a three-year decline and outcomes were significantly below the national average in

2015. Girls achieved less well than boys, but there was no difference in the outcomes of disadvantaged, deaf or disabled pupils or those with special educational needs.

- There is an upward trend of improvement in reading, writing and mathematics by the end of Key Stage 1 which is now beginning to extend into Key Stage 2. Teacher assessments in 2015 showed that attainment was broadly average by the end of Year 2 in reading, writing and mathematics at the expected level and had improved for disadvantaged pupils. Most pupils made at least expected progress from their starting points. Where teaching was better, they made more rapid progress. There was a slight dip at the higher Level 3, but outcomes were broadly in line with those found nationally.
- Analysis of the school's current data and scrutiny of pupils' work shows that most groups are making at least expected progress from their starting points in reading, writing and mathematics. Where teaching is good or better, pupils make accelerated progress, but this is not yet consistent throughout the school. Those pupils who are deaf, disadvantaged, or disabled or those with special educational needs make similar rates of progress as other pupils.
- Boys make slower progress than girls in reading. The school's data show that attainment is lower and progress slower in most classes in Key Stage 2 because boys do not enjoy reading for pleasure and enjoyment. This is because the texts available for them in school do not engage or stimulate them.
- Current pupils are set challenging targets but activities and work provided do not always stretch them sufficiently to enable them to reach the expected attainment for their age. The most-able pupils are not always presented with tasks that allow them to deepen their knowledge, understanding and skills. For example, in science and topic, some of the most-able pupils are provided with work that is similar to that of other pupils; this does not extend or challenge them sufficiently.
- Pupils make expected progress in a variety of other subjects such as history, geography and science. They are suitably prepared for the next stage of their education.

## Early years provision

is good

- Children settle quickly into the Nursery class because routines and good relationships are swiftly established. Children, including those who are deaf, have special educational needs, and those for whom the school receives additional funding, make good progress from their various starting points.
- The proportion of children who achieve a good level of development by the end of Reception has risen year-on-year so that the majority of children are ready to start Year 1 as confident learners.
- Children are provided with a wide range of learning opportunities, some of which are adult led. Independent learning is promoted through a range of self-chosen activities.
- Adults support children well in their learning and their personal development. They look after children well and offer warm encouragement to promote good learning. Children are encouraged to develop their skills of independence from an early stage. Children sustain their concentration well. They are able to share and take turns. Children behave well and understand the safety routines, for example by washing their hands before eating.
- Children are motivated by a wide range of classroom resources. These stimulate their interests and allow them to explore their ideas. For example, they love practising 'dough disco' to get their fingers ready for writing and develop their coordination skills. They particularly enjoyed the range of Christmas themed activities such as designing and riding on Santa's sleigh and designing and writing their own Christmas cards.
- The early years leaders know the strengths and weaknesses in the setting well. Plans are in place to improve the outdoor provision, which is not as good as that found indoors. The school leaders check rigorously that all possible steps are taken to ensure that the children are safeguarded.
- There is an effective induction process and there are positive relationships between parents and carers and school staff. Constructive links between home and school are quickly established; parents and carers are encouraged to share their child's learning journey. Assessments are routinely made regarding children's progress and the leader plans to share emerging findings with parents and carers so that they can provide additional support at home.

## School details

<b>Unique reference number</b>	131402
<b>Local authority</b>	Derby
<b>Inspection number</b>	10001865

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

<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 of pupils on the school roll</b>	358
<b>Appropriate authority</b>	The governing body
<b>Interim co-chairs</b>	Gordon Stirling and Peter Angus
<b>Interim headteacher</b>	Penny Brown
<b>Telephone number</b>	01332 298969
<b>Website</b>	<a href="http://www.reigatepark.derby.sch.uk">www.reigatepark.derby.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@reigatepark.derby.sch.uk">admin@reigatepark.derby.sch.uk</a>
<b>Date of previous inspection</b>	2–3 October 2013

## Information about this school

- This is a larger than averaged-sized primary school.
- Most pupils are of White British heritage. The proportion who speak English as an additional language is below average.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding provided to give extra support to looked-after children and those pupils known to be eligible for free school meals.
- The proportion of pupils with special educational needs support is below average. The proportion with a statement of educational need or education, health and care plan is above average.
- The school has a 26-place specially resourced provision for severe to profoundly deaf pupils, provided by the local authority. Currently 22 deaf pupils attend the school.
- Many pupils join or leave the school at other than the usual starting times.
- The school met the government's floor standards in 2014, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A breakfast club, managed by the governing body, operates on the school site.
- The school moved into a marvellous new building in summer 2015.
- The school is receiving support from the Ashcroft and Cottons Farm Federation and Harrington Nursery.

## Information about this inspection

- The inspectors observed pupils' learning in 16 lessons, eight of which were observed jointly with the headteacher, the deputy headteacher or one of the senior leaders. In addition, the inspectors made some short visits to observe learning at other times.
- Discussions were held with pupils, staff, representatives from the local authority and members of the governing body.
- The inspectors took account of the views of 26 parents and carers who responded to the online questionnaire, Parent View. They took account of nine responses that were made online. Inspectors also talked with parents and carers at the start of the school day.
- The inspectors heard pupils read and looked at a number of documents, including: the school's own information about pupils' learning and progress; planning and monitoring documents; the school development plan; records relating to behaviour and attendance; safeguarding information; and health and safety documentation.
- The inspectors analysed responses to an inspection questionnaire from 22 members of staff.

## Inspection team

Paul Weston, lead inspector	Ofsted Inspector
David Heald	Ofsted Inspector
Peter Bell	Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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