

Inspection of Reay Primary School

Hackford Road, Stockwell, London SW9 0EN

Inspection dates:	4 and 5 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2017. The school received an ungraded inspection under section 8 of the Act in May 2023. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils really enjoy everything this school has to offer. They describe Reay as a welcoming and friendly place where everyone knows each other. Pupils are happy and safe here. Staff make sure that pupils are very well cared for. Relationships throughout the school are positive and empowering.

Pupils work hard in lessons and try their best. They rise to the high expectations set for them and achieve well. Pupils' good behaviour helps everyone to enjoy their learning. Pupils show high levels of respect and kindness to others.

The school's focus on supporting pupils' all-round development is a key strength. Pupils benefit from a rich and impressive range of experiences that inspire them to learn about themselves and others. Older pupils particularly enjoy the chance to visit Spain, where they get to put their learning in Spanish into action. These opportunities help to foster pupils' independence, teamwork and knowledge of the world around them.

The school's provision for the creative arts is especially strong. Pupils learn to play at least three musical instruments. They visit art galleries, theatres and opera houses, where they not only learn from others but also perform to audiences.

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

The school provides pupils with a broad and interesting curriculum. It is ambitious and intends for pupils, including those with special educational needs and/or disabilities (SEND), to achieve highly across a range of subjects. Overall, pupils achieve well in their learning. However, there are inconsistencies in how well the curriculum is taught in some subjects. Sometimes, the activities pupils complete are not as effective as they could be at helping pupils to learn the most important subject knowledge. Occasionally, activities do not build well on pupils' previous learning. Where this is the case, it sometimes leads to gaps in pupils' subject knowledge.

Pupils learn to read well. This starts in the early years where children build a love of stories, rhymes and songs. They soon get to know the routines for phonics and, over time, become secure and fluent readers. Pupils who need extra help get the support that they need to catch up. Pupils particularly enjoy story time at the end of each day, when they listen to their teachers read to them. Pupils meet famous authors and poets. They take part in exciting workshops that promote their creativity and identity.

The school keeps a careful check on what pupils have learned. No time is wasted in identifying and meeting the needs of pupils with SEND. The school does all it can to ensure that all pupils get to take part in educational visits, clubs and special activities. Pupils with SEND are given the help that they need to make these events meaningful and enjoyable.

The school promotes pupils' language and communication skills very well. Children in the early years take 'orders' in the 'colour café'. Staff help them to use words related to size

and colour. Children enjoy going to find objects around the classroom that match the various orders. Pupils learn and use subject-specific words accurately. For example, pupils describe sculptors' techniques and styles in art. They know what is meant by an 'Indian dribble' in hockey and use words correctly to describe the speed of music.

Over the past year or so, there have been changes to the governing body. During this time, there have been some inconsistencies in the effectiveness of governance. Things are now more settled. The governing body knows what needs to be done to strengthen the oversight of the school. However, this work is recent and not firmly embedded.

The school ensures that staff are very well supported. There is a strong sense of teamwork here. The school's inclusive and open culture helps everyone to feel valued. Pupils' ideas and suggestions are taken seriously. For example, pupils lead assemblies where they share their learning about different concepts with others. The school council helps to shape key aspects of the school, including by designing lunchtime activities and food menus.

From the early years up, pupils benefit from excellent opportunities to gain experience in different contexts, including outside play. The school's garden is a haven for well-being and a place which supports pupils' learning in subjects like science and geography. Clubs such as cookery, dance and drumming help to promote pupils' interests. Pupils are rightly proud of their achievements in sports and the arts. They routinely take part in competitions which showcase their talents.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, there are inconsistencies in how well the curriculum is implemented. Sometimes, the activities which pupils complete are not aligned well to the curriculum intentions or pupils' individual needs. Occasionally, activities do not build well on what pupils already know and can do. These inconsistencies affect how well some pupils build their knowledge in these subjects. Where this is the case, the school should ensure that the curriculum is implemented consistently well and that pupils' subject knowledge builds securely over time.
- Changes to governance over the past year have led to some inconsistencies in how well the governing body has supported and held leaders to account. This has reduced the effectiveness of some aspects of the governing body's work. The school should ensure that it continues to strengthen the way in which the governing body provides strategic oversight and direction.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100634
Local authority	Lambeth
Inspection number	10323252
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair of governing body	Margaret Peacock
Headteacher	Kate Hartill (Acting Headteacher)
Website	www.reay.lambeth.sch.uk
Date of previous inspection	10 and 11 May 2023, under section 8 of the Education Act 2005

Information about this school

- There have been changes to the governing body since the previous inspection. Recently, new governors have been appointed, including a new chair of governors in October 2024.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the acting headteacher and other senior leaders. The lead inspector met with three governors, including the chair of governors. The lead inspector held a telephone conversation with the local authority school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at the curriculum in other subjects. They looked at pupils' work from across the curriculum and visited lessons.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with groups of pupils and spoke with them informally during social times. An inspector spoke with some parents at the start of the inspection. Inspectors considered the responses to Ofsted's online staff, pupil and parent surveys.

Inspection team

Gary Rawlings, lead inspector

His Majesty's Inspector

Samantha Ingram

His Majesty's Inspector

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