

Renishaw Primary School

Inspection report

Unique Reference Number	112545
Local Authority	Derbyshire
Inspection number	378509
Inspection dates	28–29 September 2011
Reporting inspector	John Horwood

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair	Brian Ridgway
Headteacher	John Dickinson
Date of previous school inspection	2 December 2008
School address	Hague Lane Renishaw Sheffield S21 3UR
Telephone number	01246 432366
Fax number	01246 432844
Email address	info@renishaw.derbyshire.sch.uk

Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by eight teachers. Meetings were held with groups of staff and members of the governing body, and discussions were held with several groups of pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of meetings, progress monitoring records and school policies. The responses to 51 questionnaires from parents and carers, 11 questionnaires from staff and 62 questionnaires from pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do the provisional Year 6 national test results for 2011 show good progress for all pupils, and is there a significant variation between attainment of boys and girls?
- What are the particular strengths of pupils' personal development?
- Have leaders and managers taken sufficient action to ensure continuity of provision during periods of staff changes and absence in the Early Years Foundation Stage?

Information about the school

This is a smaller than average primary school. The vast majority of pupils are from White British backgrounds. Very few are from minority ethnic groups and none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above that found in most schools but the proportion with a statement of special educational need is below average. The proportion known to be eligible for free school meals is above average. The school has recently gained Healthy Schools status and the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Renishaw Primary School provides good quality education. The academic attainment has risen steadily in recent years and has been above average over a sustained period, which represents good progress from pupils' starting points. The provisional national test results for the Year 6 cohort in 2011 confirm above average attainment as a result of good progress. Although it is common for boys and girls to start school with different levels of skills, this is identified and action taken. This is clearly seen, for example, for the cohort who left school in 2010 where boys and girls attainment was the same at the end of Year 6, having been significantly different when they left Key Stage 1. All groups of pupils are making good progress.

Pupils also make good progress in their personal skills. Behaviour is consistently good and pupils have good relationships with adults and with each other. Pupils also say they feel very safe in school because they are well looked after and that there is no bullying. As well as enjoying school, they have good opportunities to help around the school and contribute to decisions about school improvement. They have a good understanding of how to keep fit and healthy and the good provision to support this is confirmed by the school being awarded Healthy Schools status and the Activemark.

Leadership and management of the school are good, with a well-established leadership team. There has been good progress in issues identified at the previous inspection and many areas have moved from satisfactory to good. These include attainment, progress and teaching. The school has maintained an up-to-date self-evaluation document which reflects a good understanding of what has been achieved and what still needs to be done. Leaders are aware that the links between subjects across the curriculum are still insufficient to make lessons consistently meaningful and enjoyable. They have tried to develop more opportunities for pupils to share experiences with those from different faiths and cultural backgrounds but some of these have foundered for reasons outside the school's control. Spiritual, moral, social and cultural development has strengths, but is only satisfactory overall, because of the limited cultural development.

There have been significant problems with continuity of staffing and leadership in the Early Years Foundation Stage due to staff absence with ill health. The leaders have successfully ensured that outcomes in this phase have been maintained but lack of continuity has restricted opportunities to drive improvement. They have not yet established sufficient continuity of staff and are working closely with the local

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authority to achieve this. The better provision and outcomes in the last few years, and accurate self-evaluation, show that the school has a good capacity for sustained improvement. The effectiveness of the governing body is satisfactory. Members are aware of this and have identified that the operation of committees is too informal and limits their effectiveness in monitoring and supporting school improvement. Members have already arranged training to enable them to be more effective in this role..

What does the school need to do to improve further?

- Develop the curriculum to:
 - fully support pupils' learning through effective and meaningful links between subjects
 - support pupils' personal development by providing more opportunities for them to meet those from different faiths and cultural backgrounds.
- Ensure that the governing body becomes more actively involved in monitoring school improvement through a more effective committee structure.
- Improve the provision in the Early Years Foundation Stage by ensuring continuity of staff and stable leadership.

Outcomes for individuals and groups of pupils**2**

Pupils make good progress from starting points that are broadly average. In most lessons, there is a good pace of learning and pupils are actively engaged throughout. Most of the classes are small and pupils benefit from more opportunities to spend time being guided by the teacher than in most schools. This was seen in a Year 1 mathematics lesson involving predictions where the teacher was able to set activities matched to pupils' abilities, but then intervene when they finished and give small group tuition so that they could progress further. In larger classes, the teaching assistants are very effective at supporting both the most able and those with special educational needs and/or disabilities. They provide good support to those who need extra help to make sure they understand the tasks and learn effectively. These pupils say they are helped to make progress by working in small groups and gave good examples of when they made good progress. Good relationships are a feature of all lessons. In a mathematics lesson with Years 4 and 5, about use of data, the outstanding teaching was characterised by excellent relationships with pupils. The teacher used humour, banter and clear explanations with timed small 'bite-sized chunks' of activities in showing pupils how to organise and interpret data. The fast pace with good extension opportunities met the needs of all pupils so that they could make at least good and some exceptional progress. This lesson was typical of the focus on enjoyment in lessons which pupils confirmed. Pupils with special educational needs and/or disabilities make similar progress to their peers although their attainment tends to be lower at the end of Year 6 because of their lower starting points.

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Behaviour is good in lessons and around the school. Parents, carers and pupils almost all say that behaviour is good. Pupils identify the many opportunities they have to take responsibility such as being a member on the school council and involvement, for example, in designing the new Early Years Foundation Stage building. They have less involvement in the community beyond school but do participate in many sporting activities with other schools, and pupils’ good behaviour is appreciated by the local community. Wider communities are supported through fund raising. Pupils’ spiritual, moral, social and cultural development is satisfactory because of limited cultural development. They have good social skills resulting in strong, positive relationships and they show respect to each other and to adults. Pupils’ rates of attendance are average.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	2
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	3

How effective is the provision?

All of the teaching seen was at least satisfactory, mostly good and occasionally outstanding. Teachers’ planning recognises the differing needs and abilities of pupils in the class although this is often based on their day-to-day knowledge of pupils’ abilities rather than using formal assessment systems. This does, however, ensure that work set is appropriate. In the upper year groups, data is used well to inform teaching and planning but this is not consistent practice. On occasions, the introductory part of the lesson is sometimes too long and this reduces the overall pace of learning. Good use is made of marking to encourage pupils and this is consistent throughout the school. However, the next steps that pupils need to take

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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are not always identified. Teachers make good use of information and communication technology (ICT) to support teaching and learning which, in turn, makes lessons interactive and enjoyable. Teaching assistants are experienced and work in close partnership with teachers.

The curriculum is adequately matched to most learners’ abilities and interests. Some opportunities exist for topic work although the use of links between subjects to stimulate learning is under-developed. However, the use of literacy, numeracy and ICT across the curriculum is satisfactory. The curriculum is enhanced by the teaching of French and teaching the violin as part of the wider opportunities scheme. There is a range of sporting activities which about half of the pupils attend. The curriculum is enhanced by a good range of trips, visits and other activities.

Pupils, parents and carers agree that pupils are safe and well cared-for in school. The school is inclusive with well-organised arrangements for individual pupils and good targeted intervention strategies to help those who are struggling to catch up. Health and safety are addressed well and there are sufficient appropriately trained first-aiders. There are good partnerships with external agencies and the local authority to ensure additional support for pupils’ academic and social needs. There are good systems in place to quickly identify any potentially vulnerable pupils and to support their learning and well-being. Transition arrangements to support pupils between key stages within the school, and to prepare them for the move to secondary school, are good. The procedures for promoting improved attendance and behaviour are robust and effective, although there has been insufficient time to see the full impact of recent changes in the approach to authorising holidays.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leadership team provides good, clear leadership and is supported well by staff at all levels, who have become more involved in supporting improvement since the previous inspection. The staff survey clearly shows that they are united in their vision for the school. The school development plan is focused on raising attainment while developing pupils’ personal skills within a happy and safe environment.

Governance is satisfactory. Members of the governing body have a good range of skills and experience but only a minority are regular visitors to school. They all provide good support to the school but their committee structure is not sufficiently well organised to enable them to be sufficiently challenging over school

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improvement. Statutory requirements are fully met.

The effectiveness with which the school promotes equal opportunities is good. There is no evidence of any discrimination and pupils say that they are all treated fairly. Performance information is analysed by leaders to look for and remedy any variations in performance between groups of pupils. All make at least good progress from their starting points. All pupils have the same opportunities for learning and participating in lessons and other school activities. Safeguarding arrangements are all in place including risk assessments and child protection procedures but the governing body do not monitor the effectiveness of procedures sufficiently. Records of the suitability of staff to work in the school are all up-to-date. Good partnerships have been established to support pupils’ progress and well-being.

The senior leaders know their community well based on a comprehensive audit. They have managed to develop links with local churches and the local vicar comes into school to take assembly. Pupils also visit several places of worship including the cathedral and mosque. A link with a multi-cultural primary school in Derby was established but foundered for reasons outside the school’s control. Monitoring of the ongoing impact of developments to promote community cohesion is informal.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage has been through a period of lack of continuity of teaching and leadership due to absence through ill health. Parents and carers have commented about how well children have developed while being taught by supply teachers. This reflects how well the leadership team and the support staff in the Early Years Foundation Stage have worked with the supply teachers to ensure that

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children make satisfactory progress. Children consistently enter the Nursery with skills below those expected for their age in social and emotional development, but at expected levels in most other aspects. They make satisfactory progress and most achieve levels expected for their age by the end of Reception.

Reception and Nursery are located in a new facility which is well-designed, spacious and attractive. The outdoor area is excellent and includes a covered area for 'free-flow' activities and larger enclosed areas to develop their understanding of the world they live in. Welfare provision is good, with all safeguarding requirements met. Pupils are supported well by the adults in both classes, with teachers and support staff working as an effective team. The outdoor area is used well to support the classroom learning. The support staff regularly observe progress made by the children and work with the teachers to record this in the children's learning journals and their progress files. All the teaching seen during the inspection was at least satisfactory and some was good. Where teaching was satisfactory this was because the pace was slower.

The inspectors endorse the leadership team's view that all aspects of the Early Years Foundation Stage are satisfactory because the structure of both leadership and teaching within the provision are in a transient situation. This has meant that the teaching and the curriculum has not been adjusted to take advantage of the high quality physical provision in the school to enable children to make greater progress. Leadership and management are satisfactory because leaders have not had sufficient continuity to consolidate and drive improvements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are pleased with the school. There was an average return of questionnaires which reflected a higher level of satisfaction than in most schools. There were no significant areas of concern identified. A few parents and carers made written comments such as 'My son has made fantastic progress both academically and socially' and 'A wonderful community based school'. The inspection findings confirm parents' and carers' favourable views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Renishaw Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 158 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	61	18	35	1	2	0	0
The school keeps my child safe	44	86	7	14	0	0	0	0
The school informs me about my child’s progress	27	53	23	45	0	0	1	2
My child is making enough progress at this school	34	67	15	29	0	0	1	2
The teaching is good at this school	35	69	15	29	0	0	0	0
The school helps me to support my child’s learning	27	53	20	39	2	4	0	0
The school helps my child to have a healthy lifestyle	32	63	18	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	41	23	45	0	0	0	0
The school meets my child’s particular needs	25	49	23	45	1	2	0	0
The school deals effectively with unacceptable behaviour	26	51	18	35	2	4	0	0
The school takes account of my suggestions and concerns	35	69	12	24	1	2	0	0
The school is led and managed effectively	37	73	12	24	0	0	0	0
Overall, I am happy with my child’s experience at this school	40	78	10	20	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 September 2011

Dear Pupils

Inspection of Renishaw Primary School, Sheffield, S21 3UR

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you, hearing your views and looking at the work you do. Your school is giving you a good education.

Here are some of the things your school does well.

- You enjoy school and make good progress because teaching is good.
- You told us that you feel safe in the school and pupils behave well.
- There are good relationships throughout the school.
- Adults look after you well throughout the day.
- There are good partnerships with other organisations to support the well-being of any of you who may need extra help.
- The school is well led.

We have asked the school to do the following things to make it even better:

- ensure that there are meaningful links between subjects to make the curriculum more exciting
- give you more opportunities to meet children from different faiths and cultures to give you a better understanding of the world
- ensure the governing body develops an effective committee structure so that they can become more actively involved in monitoring school improvement
- improve the provision in the Early Years Foundation Stage by ensuring continuity of staff and leadership.

All of you can help the school move forward by continuing to work hard. We wish you every success in the future.

Yours sincerely

John Horwood
Lead inspector

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