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Mr Simon Fuller
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Dear Mr Fuller

Short inspection of Renishaw Primary School

Following my visit to the school on 29 November 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You joined the school in 2013, and have worked hard to ensure that pupils gain every opportunity to make progress and be happy within their school. You are deservedly proud that more parents are selecting Renishaw Primary School for their children to attend. This village school is increasingly popular within the community.

Since you became the headteacher there has been a great deal of change. There are new teachers and teaching assistants in the majority of classes. You are pleased with the appointments you have made and believe that this has further improved the quality of teaching, learning and assessment. You are particularly pleased that leaders, new to the role, are having the desired impact and are working with you to continue the school's improvement journey. You are clear that you want to ensure long-term improvement and not just a 'quick fix'.

At the last inspection, inspectors asked the school to improve the early years provision. A new leader is now in post and teaching is effective. The children enjoy learning in a stimulating and well-organised environment. More children are achieving a good level of development than before and more are achieving the expected standard in phonics by the end of Year 1. You are not complacent. You celebrate the obvious improvement that has taken place but you are ambitious to make sure that more children have the skills they need to read fluently.

Inspectors also recommended that the governing body become more actively involved in monitoring the school effectively. Again, there have been changes. New governors have been recruited and governors have ensured they have the skills necessary to fulfil their roles effectively, including through seeking opportunities for additional training. Governors are playing an important role in the school's improvement. For example, they commissioned an external review of pupil premium spending to check if these funds were having the impact needed for disadvantaged pupils. They then acted on the recommendations.

Leaders recognise and take seriously the progress and attainment of each pupil. They know their pupils well. In 2016, pupils' outcomes in reading were not good enough. Leaders have responded swiftly and predictions for pupils' outcomes in reading in the current Year 4, Year 5 and Year 6 are much improved and reflect the good progress the pupils are now making.

The proportion of disadvantaged pupils within each class varies. In some classes, these pupils achieve as well as others; in other classes, they make greater progress than their peers. However, in 2016, some of these pupils did not achieve at expected levels. Leaders have in place specific support to help this group of pupils catch up if they need to. They are ensuring that the expectations for these pupils are sufficiently high. The progress of disadvantaged pupils is rightly a key priority for leaders and governors and needs to remain so.

Teachers ensure that pupils understand what they are learning and why. The curriculum is thoughtfully designed so that pupils learn across a range of subjects and have the opportunity to be involved in the arts. Links with the community are strong. Pupils now have more opportunities to learn about people who have different faiths and cultural backgrounds. This is a further improvement since the previous inspection.

Leaders are aware of the need to continue to extend and deepen pupils' knowledge. They recognise that some of the methods they have used to advance the quality of teaching, learning and assessment need additional adaptation in order to allow for this next step.

Safeguarding is effective.

Leaders have made sure that there are effective systems in place to safeguard the health and well-being of pupils. Leaders work extremely hard, including with external agencies, to provide good support to those pupils that need it. You recognise the need to fully engage with parents and are increasingly successful in welcoming more parents into the school.

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Leaders manage the recruitment of staff efficiently. The business manager has rigorous processes in place. All staff receive training about how to keep children safe and have received the most recent updates.

Pupils told inspectors that they enjoyed attending their school. The pupils I spoke with said that they receive a great deal of help from their teachers. One pupil said that her teachers helped to sort out problems. She said, 'you can empty your problems out so you don't have to carry them around with you all day'.

All these pupils said that they felt safe and happy within their school.

Pupils described the ways in which their teachers help them to stay safe. They were keen to discuss the dangers encountered when using computers and social media, they were aware of the risks and what they needed to do to protect themselves. They said that 'bullying just does not happen' but that if it did happen that their teachers would deal with it and stop it quickly.

Pupils' attendance is good and improving. Disadvantaged pupils attend as well as other pupils within the school. Leaders are ambitious to make sure that all pupils are in school, are safe and are learning.

Leaders do not exclude pupils from the school; they make extreme efforts to ensure that pupils are supported and can learn.

Inspection findings

- Leaders have dealt effectively with the areas of improvement that inspectors identified at the previous inspection.
- Increasing numbers of children leave the early years provision having reached a good level of development. Many more children than before are developing the skills they need in order to read fluently and progress successfully to key stage 1.
- The governing body provide effective support and know the school well. They have evaluated their effectiveness and adapted the committee structure, ways of working and membership, in order to conduct their role in a professional manner.
- In 2016, outcomes in reading were not good enough, including for disadvantaged pupils. Leaders have not been complacent and have been swift to respond. As a result, pupils' achievement in reading is improving. You know that the school needs to provide even more opportunities for pupils to extend and develop their reading skills. You have appropriate plans in place to achieve this. You have also planned further work to support disadvantaged pupils' reading.
- Pupils' attendance is good. Pupils value their school and want to learn. Disadvantaged pupils and pupils who have special educational needs and/or disabilities attend as well as others.
- Leaders make immense efforts to ensure that pupils are not excluded from school and are well supported.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- a greater proportion of pupils achieve at the appropriate levels in reading
- planned intervention and support for disadvantaged pupils ensures that they

- make the progress that they should from their various starting points
- even more pupils learn to a greater depth in the subjects that they study.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Jayne Ashman
Her Majesty's Inspector

Information about the inspection

My inspection focused upon a number of lines of enquiry. These were:

- whether the areas for improvement identified at the last inspection had been dealt with effectively
- whether leaders had identified and then addressed the issues relating to pupils' outcomes in reading
- whether disadvantaged pupils had continued to achieve at the same levels as other pupils in the school
- if the safeguarding procedures are effective.

During the inspection, I met with you, an assistant headteacher, the senior local authority adviser, the chair of the governing body and four governors. I spoke with the school's business manager and reviewed safeguarding procedures and policies. I spoke with all staff and observed learning in the early years, in Year 5 and Year 6. I considered the views of parents posted on Ofsted's online survey, Parent View. In addition, I considered a range of documentation including the school's self-evaluation, improvement plans, and pupil performance information. I spoke formally with a group of Year 3, 4, 5 and 6 pupils. You and I walked the school site.

The school meets requirements on the publication of specified information on its website.