

# Inspection of Renhold VC Primary School

Church End, Renhold, Bedford MK41 0LU

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Inspection dates: 11–12 February 2020

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

## **What is it like to attend this school?**

Pupils are at the heart of everything the school does. The school's 12 values, which include respect, perseverance and trust, are known and understood by pupils. They underpin learning and provide guidance for pupils' day-to-day life.

Behaviour is good both in lessons and around the school. Pupils are polite and value one another as individuals. Pupils say that bullying is rare. They feel happy and are kept safe. Pupils are confident about talking to adults if they feel worried, knowing they will be listened to, helped and supported.

Pupils' interests and talents develop across a wide range of subjects and activities. Organised clubs give pupils the opportunity to take part in a variety of sports, to cook, sing and enjoy art.

Pupils appreciate taking on responsibilities, such as being a 'senior student' or a librarian, and look after younger pupils at break and lunchtimes. They take care of the school environment and contribute towards decisions about how to improve the school.

Throughout the school there are high expectations of how well pupils can achieve. Pupils try hard in their lessons and are keen to do their best. Pupils' varied learning experiences prepare them well for the next stages of their education.

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

The headteacher and assistant headteacher lead the school well. Other leaders provide strong support. Governors and leaders know there is still more work to do to continue the improvements they have brought over the last two years. Despite several changes in leadership and staff since the previous inspection, senior leaders and governors have ensured that they focus on improving the quality of education pupils receive.

The curriculum in reading, writing and mathematics is well planned. This is also the case for most other subjects, including geography, science and design and technology. Teachers are being trained and supported to teach all subjects effectively. However, some of this work is new. Stronger practice has not been shared throughout the school, so the curriculum is not as firmly established across all subjects as it is in English and mathematics. Similarly, leadership of some curriculum areas is still developing.

Leaders make sure that reading is a high priority. The teaching of phonics is effective and begins from the moment children start school. It is well organised and builds on what pupils already know. Teachers accurately identify pupils who begin to fall behind. They provide extra help so that these pupils catch up quickly.

High-quality texts are a 'stand out' feature of the school's reading curriculum. Reading for enjoyment is well promoted. Pupils spoke enthusiastically about choosing their 'reading for pleasure' books, naming Tom Gates as one of their favourite authors. Teachers read with pupils and make sure books are well-suited to their ability. There are opportunities for pupils to talk about what they have read.

Provision for children in the early years is a strength. Staff have high expectations. Early reading skills are effectively taught. Children practise their phonics knowledge in all they do. Staff use children's interests to plan creative and well-thought-through activities, both indoors and outside. Children become confident and curious learners. Staff encourage children to think about the world around them. For example, children who were litter picking told us that they were 'saving the world from dying'.

This strong start is not routinely continued as children move into key stage 1 and throughout the school. Leaders are not always ensuring that the curriculum considers fully what children have already learned in the early years.

Pupils with special educational needs and/or disabilities (SEND) are included in all aspects of school life. Leaders are ambitious for all pupils, including those pupils with SEND. Thoughtful consideration is given to tasks and support so pupils with SEND are confident in their learning and achieve well throughout the curriculum.

Pupils know the difference between right and wrong. They respond positively to the behaviour expectations, spurred on further by the praise they receive.

Leaders ensure that pupils are prepared for life in modern Britain. Pupils understand how the values they are learning about, such as democracy and being fair, can be shown in their day-to-day life. Parents are positive about the wider opportunities their children receive. They report that this helps their children become better adults.

Governors are knowledgeable. They provide a good balance of challenge and support for the headteacher. Staff are proud to work at the school. They unanimously agree that leaders ensure that their workload is manageable and their well-being is thoughtfully considered.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders take good care of pupils. Checks are made so that all staff are suitable to work with children. Staff receive regular safeguarding training. Leaders check all staff understand their responsibilities and know what to do if they are worried about a child. Leaders act promptly to deal with concerns. They seek external support to ensure that pupils receive the right help.

Pupils understand they have to be careful with the personal information they share with others, including when online.

Governors prioritise the checking of safeguarding. They understand their statutory duties to keep pupils safe and carry these out effectively.

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

### **(Information for the school and appropriate authority)**

- The leadership, planning and delivery of the curriculum are well considered but not as developed as in English and mathematics. As a result, in some subjects, for example French and history, teaching is not as well sequenced and currently there are gaps in the pupils' knowledge. Leaders should continue the training programme in place and share best practice across the school to support leaders and teachers to implement the reviewed curriculum plans.
- Leaders have not thought enough about how to ensure that the key stage 1 curriculum builds quickly on from early years. As a result, some pupils in key stage 1 are not challenged to apply their learning to more complex activities, and thereby develop their understanding. Leaders should provide more guidance to staff about how to capitalise on the strong start that children make in the early years so that key stage 1 provides an even stronger foundation for pupils as they move into key stage 2.

## **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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	109603
<b>Local authority</b>	Bedford Borough
<b>Inspection number</b>	10134659
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorraine Dougall
<b>Headteacher</b>	Andrea Ward
<b>Website</b>	<a href="http://www.renhold.beds.sch.uk">www.renhold.beds.sch.uk</a>
<b>Date of previous inspection</b>	22 January 2008

## Information about this school

- Renhold Primary School is an average-sized school.
- The school completed the transition from a lower to a primary school in September 2018.
- There is a pre-school led by the governing body. This is part of the primary school and has two-year-olds on roll.
- Since the previous inspection, there have been significant changes in the governing body and staffing. There are new governors and a newly appointed chair of governors. There is also a new headteacher and assistant headteacher, promoted from within the school.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- During this inspection, we held meetings with the headteacher, the assistant headteacher, who is also the special educational needs coordinator (SENCo) and one of the English leaders to discuss the quality of education. We also met with

the curriculum leaders for mathematics, modern foreign languages and geography.

- I met the office administrator and the designated safeguarding leader to discuss safeguarding.
- I met with three governors, one of whom was the chair of governors, and I also held a meeting with the local authority representative who provides support to senior leaders.
- We did deep dives in reading, mathematics, modern foreign languages and geography. We also checked the curriculum provision in other subject areas including design and technology, science and history. We visited lessons with senior leaders, looked at a range of pupils' work, and spoke to teachers and pupils. I visited phonics lessons and heard pupils read during the reading deep dive.
- We worked with senior leaders to scrutinise a wide range of pupils' work from different year groups and across a range of subjects to evaluate pupils' learning in reading, mathematics, modern foreign languages, geography and throughout the wider curriculum.
- We spoke to pupils about their experiences of school life and their learning to find out what it is like to be a pupil at Renhold. We also observed pupils' behaviour in lessons and during break and lunchtime.
- We considered the views of parents gathered at the beginning and end of the school day. A meeting was offered for parents to speak with us, but no parents attended.
- A wide range of documents was scrutinised during the inspection, including those related to curriculum planning and development, safeguarding, behaviour, attendance and the school's evaluation of its own performance.
- The transition arrangements for quality of education apply to this inspection.

### **Inspection team**

Tracy Fielding, lead inspector

Her Majesty's Inspector

Ali Pepper

Ofsted Inspector

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