

Inspection of a good school: Renishaw Primary School

Hague Lane, Renishaw, Sheffield, Derbyshire S21 3UR

Inspection dates:

14 and 15 September 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils are happy and safe at Renishaw. They describe their school as 'the best'. Parents and carers value the sense of community. They say that Renishaw is a happy and inclusive primary school where nothing is ever too much trouble. This is summed up in the mission statement: 'We're all Renishaw aren't we?'

Leaders have high expectations for all pupils. Their vision of 'today's children, tomorrow's leaders' is a priority for the school. Some Year 6 pupils are 'well-being ambassadors'. They support younger pupils. There is a real sense of mutual respect.

Pupils behave well. The new behaviour policy helps pupils to sort out any differences for themselves. If there are fallings-out at breaktimes, pupils know that teachers listen to them. Leaders do not tolerate bullying, and deal with it quickly if it does happen.

Most pupils are ready to learn in lessons and know what they are expected to do. They enjoy celebrating their achievements through headteacher awards and 'proud clouds'. Staff have worked hard to improve the curriculum. Not all of these changes are fully embedded.

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

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). They want all pupils to enjoy a rich and broad curriculum. Pupils enjoy painting light and dark tones in art. Leaders make sure that pupils with SEND get the support and resources to help them access the full curriculum.

The curriculum in reading and mathematics sets out what pupils should learn and when from the early years to Year 6. Pupils generally listen carefully. Younger pupils use

counting to work out whether every bird can have a worm. Older pupils learn more about place value. However, pupils do not always get the chances that they need to recall prior learning and deepen their knowledge. The curriculums in other subjects do not always indicate precisely what pupils should know and be able to do. Leaders are at the early stages of checking whether pupils can remember this important learning.

The teaching of reading is a priority. Pupils have a wide range of texts available to them and enjoy story time. All staff are trained to teach the new phonics curriculum. Children get off to a swift start in the early years. Leaders have ensured that families know how to help their children to read at home. Events such as the 'phonics picnic' help to develop this knowledge. Pupils who need extra support to learn to read have 'catch up quickly' sessions. However, pupils do not always read from books that match the sounds or tricky words that they have learned. This means that they do not get the chance to practise blending the sounds that they know well.

Children in the early years learn in a vocabulary-rich environment. They enjoy playing and interacting with adults and with their peers. Nevertheless, curriculum thinking is not always clearly sequenced over time. For example, it is not clear how adults plan to help children move from a palmar grip to a pincer grip over their time in the early years.

Most pupils are ready to learn and have excellent attitudes to work. Occasionally, pupils do not settle. This is quickly resolved by the teachers and does not affect other pupils' learning.

There is a broad range of opportunities to support pupils' wider development. This includes learning to play a musical instrument, taking part in forest schools and caring for the school environment. Pupils attend breakfast club and sports-focused after-school clubs. They can be part of the mini PTFA and help to make their school an even better place to be.

Pupils know that 'it's ok to be different'. They show tolerance and respect for others. They can explain that families are all different. However, pupils have very little knowledge about what people from a range of faiths believe. Leaders are keen to build pupils' knowledge of their own community and beyond. They are beginning to develop pupils' understanding of British values and life in modern Britain.

Teachers feel well supported by leaders and by each other. They say that their mental health and well-being are priorities. Leaders are mindful of teachers' workload. Governors know the school community well. They fulfil their statutory duties and support and challenge leaders when needed.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at Renishaw. Staff are well trained and understand how to keep pupils safe. They know their pupils well and spot those who may be at risk of harm. Leaders make strenuous efforts so that pupils and their families get

the help that they need. They work closely with the local authority and outside agencies. Safeguarding records are thorough.

Pupils feel safe at Renishaw. They learn how to keep themselves safe, including when online. Leaders actively promote the good mental health and well-being of pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is a new curriculum in place for the teaching of phonics. This is not yet completely embedded. Books do not always match the sounds that pupils know. Leaders should ensure that there is a consistent approach to checking what sounds pupils already know. They should make sure that the books which pupils have to read give them the opportunity to blend the sounds they know fluently.
- The curriculum does not yet consistently identify precisely what pupils need to learn and by when. Pupils do not always get the chance to build on what they have learned before. Leaders should ensure that the important knowledge that pupils need to learn and remember is identified from the early years to Year 6. They should ensure that teachers check that pupils can recall and deepen this knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2011.

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' 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

Unique reference number	112545
Local authority	Derbyshire
Inspection number	10211611
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair of governing body	Brian Ridgway
Headteacher	Simon Fuller
Website	www.renishawprimary.org.uk
Date of previous inspection	29 November 2016, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative providers.
- There is a breakfast club managed by the school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the assistant headteacher, curriculum leaders and the special educational needs coordinator. She met the governing body and spoke with a representative from the local authority.
- The inspector carried out deep dives into the following subjects: reading; mathematics; and art and design. She met with curriculum leaders, visited lessons, looked at samples of pupils' work, listened to pupils read and met with teachers and pupils. She considered curriculum documentation.
- To inspect safeguarding, the inspector spoke with leaders, staff and pupils. She scrutinised documents that the school keeps.

- The inspector spoke informally with parents on arrival to school. She considered the views expressed on Ofsted Parent View.
- The inspector spoke with groups of staff and took account of views shared through the staff survey.
- During the inspection, the inspector met with groups of pupils both formally and during less structured parts of the day. She considered the outcomes from the pupil survey and these discussions.

Inspection team

Anita Denman, lead inspector

His Majesty's Inspector

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