



Renishaw Primary School

Inspection Report

Unique Reference Number 112545
LEA DERBYSHIRE LEA
Inspection number 278956
Inspection dates 3 November 2005 to 4 November 2005
Reporting inspector Mrs. Susan Hall LI

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

Type of school	Primary	School address	Hague Lane
School category	Community		S21 3UR
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01246432366
Number on roll	181	Fax number	01246432366
Appropriate authority	The governing body	Chair of governors	Mr. Brian Ridgway
Date of previous inspection	4 October 1999	Headteacher	Mr. John Dickinson

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a school that is slightly smaller than average. It is in an area of economic difficulty following the closure of local industries, with more pupils entitled to free school meals than is average. Almost all of the pupils are of white British descent with none speaking English as an additional language. The number of pupils with special educational needs is above average. These pupils mostly have moderate learning difficulties.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Renishaw Primary is a satisfactory school, which works successfully to develop the personal well-being of its pupils. The school views itself as satisfactory and the inspection team agrees. Pupils and parents speak well of the school, which is at the heart of the local community. Improvement since the last inspection is sound; the school has addressed the issues identified from the last report although not always as effectively as it needs to. The value for money is satisfactory. When children start school a significant number have skills that are well below average and their ability to communicate is often poor. Progress in the Foundation Stage is satisfactory overall and it is good in the Nursery. Many children enter Year 1 with skills that are considerably below average for their age. Pupils achieve satisfactorily and achieve standards that are still below average when they leave the school. The school has begun to address the need to set challenging targets for pupils and how it rigorously checks the quality of teaching and the learning. Teaching is satisfactory and staff provide an appropriate range of activities for most pupils. However, there is not always sufficient challenge particularly for the higher attaining pupils, which affects the progress they make. The school is caring and inclusive and staff work hard to encourage pupils and make them feel valued. The school seeks the views of pupils and parents. However, whilst most believe that they are listened to, not all feel their views are acted upon. Leadership and management are sound overall. Senior staff are very long serving and committed to the school and local community. There is satisfactory scope for improvement.

What the school should do to improve further

Focus on: - Improving achievement particularly of higher attaining pupils across the school but particularly in Year 2 in mathematics. - Improving the monitoring and evaluation of the work of the school in order to achieve greater consistency in the quality of teaching and learning.

Achievement and standards

Grade: 3

Many children start the school with very low levels of communication skills, often speaking little and struggling to express themselves. Their development in other areas is also restricted which affects learning throughout the school not only in speaking, reading and writing but also across many other aspects of learning. Standards in English, mathematics and science are below average when pupils leave the school. In 2004, standards were below those of many schools. Early indications are that, in 2005, standards dipped even further. Standards in Year 2 have remained stubbornly low over a number of years and in mathematics are exceptionally low. In 2005, no Year 2 pupils achieved the higher levels in national tests. However, over this period, standards have gradually improved for the older pupils, due mainly to the good quality teaching in Year 6, where progress is good. The school has previously prioritised the development

of English skills with some success. Staff accept this may have been to the detriment of improvements in mathematics and science where there are too few opportunities to solve problems and carry out investigations. The lack of independent learning skills does little to enable the higher-attaining pupils to consistently reach the higher levels. Progress is satisfactory overall and the achievement of a number of pupils is good, particularly in Year 6 and for those with special educational needs throughout the school.

Personal development and well-being

Grade: 2

Pupils enjoy school and almost all are keen to learn. This is particularly apparent in Year 6, where pupils' willingness to rise to the challenge of demanding tasks significantly improves the quality of their learning. Most pupils behave well and relationships are good. At lunchtimes, pupils play together happily and say they feel safe because bullying is rare. Attendance has improved steadily in recent years and is currently close to that in schools nationally. Pupils develop understanding and skills that lay firm foundations for later life. They understand the hazards that young people face and know how to avoid them. As a result, pupils are adopting increasingly healthy lifestyles, although this is not always reflected in their choice of playtime snacks. The school council promotes citizenship successfully and pupils contribute to the community through activities such as a local history project. Opportunities for teamwork, as well as the acquisition of sound literacy, numeracy and, information and communications technology (ICT) skills, provide a sound preparation for on-going education and for the world of work. Pupils' spiritual, moral, social and cultural development is good. They are sensitive to things of beauty and to the feelings of others. They act on a clear understanding of right and wrong and value their own cultural traditions. However, the opportunities to appreciate the richness and diversity of cultures other than their own are slightly limited.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. There are examples of good practice. Sometimes in Year 6 there is very effective practice, where teaching is lively and there are high expectations of what the pupils can achieve. When these strong features are not so evident, teaching is satisfactory. Across the school pupils are generally managed well. However, not all teachers consistently challenge the higher attainers and do not provide sufficient opportunities for all pupils to become independent learners through problem solving and investigative activities. When this does happen pupils are interested and motivated to learn. The school has satisfactory procedures for checking how well pupils are doing. However, the information available has not been analysed and used well enough to set more challenging targets for improvement.

Curriculum and other activities

Grade: 3

Inspectors agree that the school offers a satisfactory curriculum. It is broad and balanced and soundly organised. There is a satisfactory emphasis on the skills of literacy, numeracy and ICT, in line with the school's current priorities. The curriculum for children in the nursery and reception classes is firmly based on the guidance for the Foundation Stage and helps children get off to a sound start to their education. Staff modify the curriculum effectively to meet the needs of pupils with learning difficulties or disabilities. As a result, these pupils make good progress. However, although the school makes satisfactory provision for pupils who are gifted or talented, the curriculum does not always meet the needs of higher attaining pupils especially in Years 1 and 2 and, consequently, these pupils do not always make the progress that they should. The provision for personal, social and health education is good and prepares pupils well for later life. The curriculum is enriched by a good range of activities, both during and after school, which help pupils to learn. There are good links with other local schools that enhance provision for physical education and encourage pupils to adopt healthy lifestyles. Educational visits and visitors, such as an artist, a poet and a journalist, bring learning to life and make a positive contribution to the pupils academic and personal development.

Care, guidance and support

Grade: 2

Standards of care are good. Child protection arrangements are thorough and properly instigated if necessary. Procedures for ensuring pupils' safety and well-being are secure. The headteacher and governors check any potential hazards carefully and take suitable steps to safeguard the pupils, for example during the on-going building works. Staff know pupils very well and respond promptly to any concerns that they have. Because staff provide a secure, happy and caring environment, pupils report that there is always somebody to turn to if they are hurt or upset. The school works closely with agencies, such as social services, to ensure that the school's most needy pupils receive support. Pupils with learning difficulties or disabilities are fully included in all that the school has to offer. They receive the support that they need to overcome their difficulties and to achieve well. Staff monitor pupils' progress carefully and give them sound advice on how to improve their work. However, targets set for pupils in Years 1 and 2 are not always challenging enough to ensure the higher attaining make the progress of which they are capable.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The leadership of the headteacher and deputy is satisfactory and there are long-standing strengths in the pastoral care of pupils and links with the community. Parents and the wider community think well of the school and are appreciative of all staff and particularly those with many years'

service to their children. The views of all members of the school community are welcomed although a small number of parents and pupils think they are not listened to very well. The school has satisfactory systems for checking how well it is doing and for identifying what it could do even better. The school has started to develop the role of subject leaders and is now wisely considering how to further develop the rigorous monitoring and evaluation of the quality of planning, teaching and learning. Where this occurs, it is done with careful regard to the sensitivities of long serving colleagues, although staff now realise this has been sometimes at the expense of identifying exactly what has to be improved. Governance of the school is satisfactory. Governors are well led and becoming much more involved in the management of the school and in developing their first hand knowledge of standards and achievement. School self-evaluation is generally good and senior staff and governors endeavour to identify exactly what needs to be done to improve further but do not apply sufficient rigour in then pursuing areas for development. Financial management is effective and the value for money is satisfactory.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Following our visit, we would like to let you know what we found out about your school. But first of all can we say a big thank you for making us feel welcome and for talking to us about all the different things that you do in school. It was good to hear, how you feel that all the teachers and other adults help you and take good care of you. You probably saw us when we came into your lessons and, in other activities such as assembly and in the playground. We have told the teachers that you behaved well and they are proud of you. We know that many of you and your families like your school and so we talked to your headteacher about how the school can look at ways of being even better. Whilst some lessons are really good fun and you have lots of things to do there are times when the work is a bit too easy for some of you and the targets teachers set for you to improve could be a bit more difficult. Teachers are also going to look at the teaching in different classes and subjects and at your books to see if you are making as much progress as possible. All the staff at school want you to do really well and your headteacher has got some good ideas to make the school a more exciting place. You can play an important part in this by working as hard as you can and always being helpful to everyone in school. It was a pleasure to meet you all.