

# Rendell Primary School

Rendell Street, Loughborough, LE11 1LL

**Inspection dates** 16–17 April 2013

|                                |                      |                          |          |
|--------------------------------|----------------------|--------------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Not previously inspected |          |
|                                | This inspection:     | <b>Good</b>              | <b>2</b> |
| Achievement of pupils          |                      | Good                     | 2        |
| Quality of teaching            |                      | Good                     | 2        |
| Behaviour and safety of pupils |                      | Good                     | 2        |
| Leadership and management      |                      | Good                     | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress from their starting points and reach standards that are broadly in line with national averages by the end of Year 6.
- Teaching is good and improving. Teachers think carefully about their lessons and work hard to make them interesting and effective.
- Relationships between staff and pupils are very positive. Pupils love learning. They are eager to please their teachers and work hard for them.
- Pupils understand how to improve their work because teachers mark their books well and because the pupils are able to think about what level of work they are doing and what the next level looks like.
- Pupils behave well in class and around the school. They are very polite, respectful and welcoming to adults and to each other.
- Parents and carers have increasing confidence in the school. They are welcomed into the first few minutes of lessons and have very positive views about their children's school experiences.
- The headteacher and her senior leaders know the strengths and weaknesses of the school and take effective action to improve it.
- Governors are knowledgeable about the school and play a very active role in helping the school move forward.

### It is not yet an outstanding school because

- Progress is not yet outstanding. In particular, more-able pupils are not sufficiently well challenged.
- Teachers sometimes get pupils to work in pairs in ways that limit the progress of the most able or hide the inability of less able pupils to do the work properly.
- Pupils do not get enough practice in writing longer pieces of work, especially in subjects other than English.
- Opportunities to do investigative mathematics and mathematical problem-solving are not consistent across the school and lack enough emphasis in some classes.
- Behaviour at lunchtimes is not as good as at other times of the school day.

## Information about this inspection

- The inspectors visited 24 lessons or parts of lessons and looked at work in pupils' books. They listened to pupils read, visited an assembly and observed playtime activities.
- Meetings were held with the headteacher, three members of the governing body, key staff and with pupils.
- Documents looked at included the school's self-evaluation summary, governors' minutes, information on pupils' progress and documents relating to safeguarding, school management and the curriculum.
- Parents' and carers' views were taken into account through the 23 responses to the Ofsted online survey (Parent View), meeting parents and carers on the playground and the school's most recent survey of parents' and carers' views. The inspection team considered 30 staff questionnaires.

## Inspection team

|                                  |                      |
|----------------------------------|----------------------|
| Mary Le Breuilly, Lead inspector | Additional Inspector |
| David Westall                    | Additional Inspector |
| Joanne Sanchez-Thompson          | Additional Inspector |

## Full report

### Information about this school

- The school is slightly larger than the average primary school.
- Rendell Primary converted to become an academy school on 1 November 2012. When its predecessor school, also called Rendell Primary School, was last inspected by Ofsted in June 2008, it was judged to be good.
- The proportion of pupils known to be eligible for the pupil premium (the additional funding provided by the government to support pupils known to be eligible for free school meals, children in local authority care and those from service families) is above average.
- A very high proportion of pupils come from ethnic minority backgrounds.
- There are high proportions of pupils who speak English as an additional language, though not many of these are at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs and are supported through school action is slightly higher than other schools, but the proportion of pupils supported at school action plus or with a statement of special educational needs is lower.
- The school does not make alternative provision for any of its pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been a number of long term staff absences that have led to some year groups being taught by temporary staff for long periods. Staffing is now more stable.
- There has been a change of headteacher since the last inspection.

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

- Move more teaching from good to outstanding by:
  - ensuring that tasks match pupils learning needs more precisely, including for the most capable pupils in mathematics
  - making sure that paired work allows the most able to progress effectively and does not leave less-able pupils passive in their learning
  - making better use of display technology such as interactive whiteboards so that visual clues help children's learning.
- Accelerate pupils' rates of progress by:
  - providing more opportunities for pupils to structure and write longer pieces of writing in English and in other subjects
  - giving more consistent emphasis to problem-solving and investigation skills in mathematics.

## Inspection judgements

### The achievement of pupils

is good

- Children make a good start to school in Reception. Many start with skills and experiences below the levels typical for their age. They make good progress and many catch up so that they reach the standards expected for their age by the time they enter Year 1.
- Pupils in Key Stage 1 make good progress in both English and mathematics, and by the time they move up into Year 3 their standards are at broadly average levels in these subjects.
- Progress in Key Stage 2 is improving and is now good in most year groups. In one or two classes progress has been uneven over time due to a number of changes in staff, but this has now been addressed by the school and the increased stability in staffing has led to improved progress.
- Pupils' achievement in reading is good in the Early Years Foundation Stage and Key Stage 1. The systematic teaching of phonics (letters and sounds) helps most pupils to learn to read quickly and accurately. Last year's phonics screening check showed that by the end of Year 1 pupils' reading was above average. In Key Stage 2, progress in reading has improved and is now good. Pupils say that they enjoy reading.
- Pupils eligible for pupil premium funding made slightly better progress in English and mathematics than other pupils in the school last year. By the time they leave at the end of Year 6, they are about one and a half terms behind which is less than that found nationally in both subjects. The school's information shows that the gap for these pupils is narrowing.
- Disabled pupils and those who have special educational needs currently make good progress. This is because the school provides effective support and intervention to help them succeed. For example, in one-to-one tuition pupils made outstanding progress in understanding simple addition and subtraction and in reading increasingly complex words.
- Pupils from minority ethnic backgrounds and those who speak English as an additional language make progress that is in line with the other pupils in the school and reach standards that are slightly higher. This is because the school monitors their progress and acts quickly when they fall behind.

### The quality of teaching

is good

- Teaching is good. Most of the lessons seen by inspectors were good and occasionally outstanding, and the work in pupils' books confirmed that they are well taught.
- There are very positive relationships between adults and pupils in classrooms. Pupils like and respect their teachers and teaching assistants who, in turn, act as good role models for their pupils.
- Pupils concentrate very well in class and they get down to their learning tasks quickly and with enthusiasm. They have developed a love of learning. One pupil said, 'When you start school you think maths will be hard, but the more you do, the more you enjoy it!'
- Teachers' marking is good and helps pupils understand how to improve their work. The pupils

have a clear understanding of how to move to the next level of work because teachers involve them well in discussing which level they should be working at.

- Core skills lessons are helping pupils to make better progress because they are carefully targeted at the strengths and weaknesses of individual pupils. Skilful intervention work is making a positive difference to the progress of some pupils who have fallen behind or are struggling to keep up.
- Skilled intervention activities help new arrivals to the country, those still learning English and those who are falling behind in their progress to catch up with other pupils. These activities have a rapid impact because they are carefully planned to match the needs of individual pupils.
- Teachers' questioning is generally good. Pupils are often challenged to think for themselves, and their discussions in groups help them to learn. In some lessons teachers used paired talk very effectively. However, in other lessons the task set was inappropriate for the difference in ability between the pairs. On these occasions either more-able learners were held back or the less-able pupils' lack of understanding was masked by their more-able peers.
- Work in books showed that pupils do not have many opportunities to structure and write longer pieces of work other than in English. In addition, mathematics work in books showed that, while opportunities for mathematical investigations were good in some classes, this was not consistent across the school; in particular, the more-able pupils were not always sufficiently challenged in mathematical problem-solving activities.

### **The behaviour and safety of pupils are good**

- Pupils behave well around the school and in classrooms. They are exceptionally polite and helpful, opening doors for each other and for adults, helping each other and greeting people in corridors cheerfully. Parents report that behaviour has improved significantly in the last two years.
- Teachers and teaching assistants manage behaviour well and have established classroom routines that help lessons flow smoothly. Some pupils who find it difficult to behave appropriately are very well managed. School records show that their behaviour often improves significantly because of the help they receive from the school.
- Pupils, parents and carers say that there is very little bullying and that when it occurs it is quickly dealt with. Pupils feel safe in school and are confident that adults will listen to their concerns and provide help when they need it.
- Pupils report that behaviour at lunchtime has improved but is not yet as good as at other times of the day; this is confirmed by the school's behaviour records. The school is making changes to tackle both the management of lunchtimes and the provision for pupils in order to improve this further.
- Attendance has improved and is now just below national figures. Punctuality has improved significantly and few pupils arrive late.
- The school pays very good attention to equality of opportunity by keeping a close eye on the progress and well-being of every child, whatever their circumstances. Discrimination of any kind

is not tolerated.

### **The leadership and management** are good

- The headteacher and senior leaders know the strengths and weaknesses of the school and plan accordingly. Staff are clear what is expected of them, and they are held to account for the progress of pupils and for any responsibilities they may hold.
- Pupils' progress is tracked systematically through the rigorous collection of information. Meetings are held with staff to discuss teachers' assessments and to check if pupils are doing well enough.
- The headteacher and senior staff undertake regular observations of teaching and check the work in books. This has helped to bring about improvements because any issues identified are followed through effectively.
- Middle leaders know how to improve their areas of responsibility and are making a good contribution to the improvement of the school.
- The curriculum provides good opportunities for pupils to study the full range of subjects and there are many opportunities through visitors, trips and clubs to extend some of these studies. Personal development is a well-established strength of the school, and this is reflected in the very positive attitudes and behaviour and the strong relationships between pupils and staff.
- There is increasing involvement of parents and carers in the life of the school, particularly through the invitation for them to join their children in their classrooms for the first few minutes of school. Many parents and carers take advantage of this and so they know their children's teachers well and are able to work in partnership with the school when problems arise. Parents and carers expressed confidence in the school and feel that their children are happy and making good progress.
- Teachers have been given training and support which has helped them to improve, much of which is purchased from outside the school. School records show that teaching is improving. Responses to staff questionnaires showed that they have confidence in the school leadership and are proud to work in the school.
- The school is a member of a collaborative of six primary academies and the headteachers in this group provide support and challenge to each other. The school has received support for mathematics development from another school in the collaborative that has helped them reflect on what they do and make improvements.
- Safeguarding requirements are met in full.

#### **■ The governance of the school:**

Governors know the school well. They have a good understanding of the data and where improvements are needed. They keep a watchful eye on financial matters, particularly the effectiveness of pupil premium funding. Governors have recently implemented changes to the performance management system and they are well aware of the links between performance and pay. They are very supportive of the school but, when the occasion demands it, they provide effective challenge.

## What inspection judgements mean

| School | Grade   | Judgement            | Description  |
|--------|---------|----------------------|--|
|        | Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
|        | Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
|        | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
|        | Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |                |
|--------------------------------|----------------|
| <b>Unique reference number</b> | 138908         |
| <b>Local authority</b>         | Leicestershire |
| <b>Inspection number</b>       | 418370         |

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

|  |                              |
|--|------------------------------|
| <b>Type of school</b>                      | Primary                      |
| <b>School category</b>                     | Community                    |
| <b>Age range of pupils</b>                 | 4–11                         |
| <b>Gender of pupils</b>                    | Mixed                        |
| <b>Number of pupils on the school roll</b> | 302                          |
| <b>Appropriate authority</b>               | The governing body           |
| <b>Chair</b>                               | Meg Bezzano-Griffiths        |
| <b>Headteacher</b>                         | Karen Rixon                  |
| <b>Date of previous school inspection</b>  | 11 June 2008                 |
| <b>Telephone number</b>                    | 01509 263497                 |
| <b>Fax number</b>                          | 01509 235050                 |
| <b>Email address</b>                       | admin@rendellps.leics.sch.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

