

# Inspection of a good school: Rendell Primary School

Rendell Street, Loughborough, Leicestershire LE11 1LL

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Inspection dates:

21 and 22 March 2023

## Outcome

Rendell Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are thriving at this friendly, inclusive school. Pupils are proud of their school and enjoy their learning. Leaders provide pupils with broad opportunities to learn and develop. One pupil told the inspector: 'Our logo represents the world. We respect everyone from anywhere.' Pupils said that they feel safe.

The school's 'Rainbow Virtues' and 'Diamond Rules' permeate its work. Pupils know and understand these high expectations. Leaders prioritise pupils' personal and academic development. Pupils are ambitious and aspirational. They want to do their best and staff work hard to help pupils achieve high standards.

Pupils' behaviour is exemplary. They are polite and well-mannered. Pupils work hard and care for each other. Pupils know that staff quickly sort out any problems and that bullying is not tolerated. They have a very clear understanding of difference and equality. One pupil told the inspector: 'We treat others as we like to be treated at this school.'

Most parents and carers are delighted with the school. One parent, whose comment was typical of many, said: 'The staff at Rendell Primary School go above and beyond to help the children.' Parents like that the school staff are so approachable and the range of after-school clubs on offer.

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

Leaders have developed a strong curriculum. They ensure that pupils build their knowledge over time. Most pupils remember what they have learned. For example, pupils recall learning about line, shape and form in art. They can confidently explain that lines can vary in length, width, direction and shape. Other pupils describe the difference between primary, secondary and tertiary colours. Leaders are refining revised curriculum plans in some subjects.

Teachers have strong subject knowledge. They present learning so that pupils remember what they have been taught. This is because leaders provide staff with high-quality professional development opportunities. Staff check pupils' understanding before moving them on to more complex work. For example, in mathematics, children in the early years practise arranging counters in equal groups. This helps them to understand odd and even numbers. Other pupils apply accurate knowledge of multiplication when adding improper fractions. Staff regularly assess what pupils know in the core subjects. Leaders are currently refining assessment systems for the foundation subjects.

Leaders promote a love of reading throughout the school. There is a consistent approach to the teaching of phonics. Staff are well trained to teach phonics to help pupils segment and blend words. Pupils build their phonics knowledge step by step enabling them to learn to read. Children in the early years use their phonics knowledge to sound out unfamiliar words. Staff make sure that books are matched to the letters and sounds pupils are learning. They regularly check how successfully pupils learn new sounds. Staff provide pupils with extra phonics sessions when pupils fall behind. Pupils enjoy daily story times.

Staff interactions with pupils are of a high quality. In the early years, staff are knowledgeable about the statutory requirements for children. They plan learning opportunities which interest children, including those with special educational needs and/or disabilities (SEND). Communication and language are at the heart of the curriculum.

Teachers identify the needs of pupils with SEND accurately. They adapt their teaching so that these pupils can access the curriculum. Staff regularly check how successfully pupils access the curriculum. Leaders work very well with external agencies to provide additional support when needed. Leaders communicate well with parents.

Pupils are a credit to the school. They behave well and focus during lessons. Pupils play happily together at breaktimes. Teachers quickly establish the routines in the early years. Children are taught to follow instructions. They have positive attitudes to learning.

Promoting pupils' personal development is at the heart of the school's work. Pupils are taught about different faiths, beliefs and lifestyles. They learn about difference and the importance of respecting all people. They know, for example, that people with disabilities should have the same opportunities as other people. Pupils eagerly take on leadership responsibilities. For example, they enjoy being prefects, librarians and digital leaders.

Trustees and representatives of the trust know the school very well. Trustees are highly experienced. They offer support and robust challenge to leaders and staff. As a result, leadership across the school is strong. Trustees fulfil their statutory responsibilities. Leaders work very well with staff. They provide regular training. They consider staff's well-being and workload. Staff are overwhelmingly positive about the leaders and the professional support from the trust.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders provide regular training for staff and governors. Staff know to report any concerns they may have, however minor. They pass on concerns promptly. Leaders support pupils' welfare. They work well with external agencies to provide additional help when needed. Record-keeping is comprehensive. Governors and trust representatives regularly check the school's safeguarding procedures.

Leaders ensure that the curriculum provides opportunities for pupils to learn how to stay safe, including when online. Pupils know who to go to if they have a concern. They know that staff take their concerns seriously.

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

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

- In a small number of subjects, leaders' curriculum thinking is not as well refined or sufficiently embedded as it is in other subjects. It is not yet fully clear what pupils should learn and by when, to build their knowledge over time. Leaders should ensure that all subjects are fully refined and embedded so that pupils know and remember more in all subjects.
- Staff regularly assess what pupils know in the core subjects. However, leaders are refining assessment systems for the foundation subjects. As a result, teachers do not consistently check how successfully pupils access the wider curriculum. Leaders need to develop a consistent approach to assessment in the wider curriculum subjects.

## **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 April 2013.

## **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

<b>Unique reference number</b>	138908
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10240797
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	390
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Chris Ward
<b>Headteacher</b>	Karen Rixon
<b>Website</b>	<a href="http://www.rendellps.leics.sch.uk">www.rendellps.leics.sch.uk</a>
<b>Date of previous inspection</b>	6 June 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.

## 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 met with the headteacher, the deputy headteacher, assistant headteacher, curriculum leaders, the leader with responsibility for the provision for pupils with SEND and teaching and support staff. The inspector also met with trustees.
- The inspector carried out deep dives in reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also spoke to leaders about the curriculum in other subjects.

- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and behaviour.
- The inspector met with the designated safeguarding lead. He considered the safeguarding policy, training records and examples of safeguarding concerns.
- The inspector considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. He also considered the responses to the staff survey and the pupil survey.

### **Inspection team**

Damien Turrell, lead inspector

His Majesty's Inspector

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