

# Randlay Primary School

Randlay, Local Centre, Telford, TF3 2LR

**Inspection dates** 13–14 June 2013

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | 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.

- Children get off to a good start in the Nursery and Reception classes.
- Achievement in English and mathematics is now good. In the last year there has been a rapid improvement in the progress of pupils in Years 5 and 6, with some examples of outstanding progress in these year groups.
- The teaching of phonics (the sounds that letters make) has improved and, as a result, pupils in Year 1 make good progress and attain well in reading.
- Teaching is good overall, with some that is outstanding. Teachers and other adults motivate pupils to want to do well.
- Attendance is well above average because pupils love coming to school. They feel safe, behave well and are proud of their school.
- Staff have successfully created a positive, caring climate for learning where each pupil feels valued as an individual.
- Leadership and management, including governance, are good. The headteacher is regarded highly by staff, parents and pupils.
- The headteacher and deputy headteacher work together effectively as a team.
- The school works particularly well with its parents and carers. They feel involved in their children's learning.

### It is not yet an outstanding school because

- There are too few opportunities for pupils to practise their numeracy and, to a lesser extent, literacy skills in different subjects or develop their problem solving skills.
- Teachers do not always demand enough of more-able pupils or show pupils how to improve when they mark their work.

## Information about this inspection

- Inspectors observed 16 lessons, three of which were joint observations with senior leaders.
- Meetings were held with pupils, representatives of the governing body and local authority, and staff, including senior and subject leaders.
- Inspectors took account of 32 responses to the online questionnaire (Parent View) and they spoke with parents and carers informally. They also took account of responses to the school's own questionnaire for parents.
- Inspectors observed the work of the school. It was not possible to observe lessons in some classes because pupils in Year 6 were on a residential visit during the week of the inspection. In addition, some pupils were not taught by their usual teacher because three members of staff were accompanying Year 6 on their visit. Inspectors spent time looking at the current and past work of pupils in great depth.
- Inspectors looked at a range of documentation, including information about pupils' progress, and how the school sets targets for teachers to improve their work. They also looked at child protection and safeguarding procedures.

## Inspection team

Kath Campbell, Lead inspector

Additional Inspector

Shahin Fazil-Aslam

Additional Inspector

Andrew Bailey

Additional Inspector

## Full report

### Information about this school

- Randlay is larger than the average-sized primary school.
- Most pupils are White British.
- Very few pupils speak English as an additional language.
- A below-average proportion of pupils are supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals.
- A below-average proportion of pupils are supported at school action, and an above-average proportion are supported at school action plus or with a statement of special educational needs.
- In recent times, the school has experienced considerable disruption to staffing.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise the proportions of pupils reaching the higher levels in writing across the school and in mathematics in Key Stage 2 by:
  - checking all teachers have the highest expectations of what pupils can achieve
  - providing more opportunities for pupils to write at length and practise their writing skills in different subjects
  - providing more opportunities for pupils to develop their problem-solving skills
  - providing more opportunities for pupils to practise their numeracy skills in different subjects.
- Raise the proportion of good and outstanding teaching by making sure that teachers:
  - have the opportunity to share and learn from the good practice that exists within the school
  - use marking effectively, particularly in mathematics, to let pupils know how to improve their work
  - move more-able pupils on to harder work earlier in lessons.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Nursery with skills that are below the levels expected nationally for this age. Through good teaching, they achieve well and attainment when they move into Year 1 is broadly average. Good progress continues in Key Stage 1. Results have matched national averages for the past three years and attainment for pupils currently in Year 2 is likely to be above average in reading and mathematics this year. Attainment in writing is not as strong, chiefly because not enough pupils reach higher levels.
- Since the previous inspection, progress in Key Stage 2, has been variable, particularly in classes where there have been several changes of teacher. As a result of decisive action taken by senior leaders to strengthen teaching in affected classes, the current situation is far more stable. Pupils currently make good progress from their lower than expected starting points. Although some older pupils are still catching up lost ground, attainment in English has risen this year. However, not enough pupils reach higher levels in writing and mathematics.
- Raising attainment in writing, particularly of the more-able pupils, has remained a priority for the school. The literacy co-ordinator works effectively with teachers to raise expectations of what pupils can achieve and, as a result, attainment is rising. There is still some way to go, however, to make sure more-able pupils consistently reach the levels of which they are capable. Although there are some outstanding examples of pupils using writing skills elsewhere, there are too few opportunities for developing these skills in other subjects.
- The school's leaders have taken swift action to reverse a dip in attainment in reading in 2012. They invested in more exciting reading material, targeted specifically at boys. They identify potential underachievement quickly so that pupils get the help they need to get back on track. In Key Stage 1, the introduction of a more structured approach to the way reading is taught through letters and sound (phonics) is helping pupils to become confident readers. This year almost 80% of Year 1 pupils are on track to meet the expected standard in the phonics screening check. This marks a significant improvement on the 2012 pass rate.
- Results in mathematics last year were stronger than in English. Even so, senior leaders have urgently set about increasing the proportion of older pupils reaching higher levels and recognise more needs to be done. Although there are still weaknesses in how pupils tackle problems and practise numeracy skills in different subjects, particularly in Key Stage 2, pupils currently make good progress and attainment is rising.
- Disabled pupils and those with special educational needs achieve well because the work they are given is pitched at the right level. Well-targeted help also aids progress. There is strong evidence to show that the gap between these pupils and others is narrowing in English, though not as markedly in mathematics.
- In 2012, pupils known to be eligible for pupil premium funding were the equivalent of three terms behind their classmates in English and two terms behind in mathematics. The gap was wider than that seen nationally. The school has used the additional funding to provide mentoring and one-to-one support for individual pupils, particularly in their literacy work. It has also used support staff more effectively this year, and this has helped eligible pupils to narrow the gap to two terms behind in English. The gap remains unchanged in mathematics.

**The quality of teaching is good**

- Teaching is generally good because teachers ensure classrooms are lively and exciting places where pupils want to do well. Activities are interesting and teachers are very careful to share the purpose of lessons and what they expect with pupils.
- In the Early Years Foundation Stage, children do well because lessons are well structured. Children work regularly with the same adult, and this helps them to gain confidence because they receive a consistently good level of individual attention.
- In the best lessons, teachers and other adults move pupils along at a very rapid pace and activities capture pupils' interests well. In one lesson where pupils from Year 3 and Year 4 were writing a letter to promote the sale of their dessert, both boys and girls were totally engrossed in their work. Some boys wrote avidly because the topic appealed to them so much.
- Although most teachers have high expectations, some teaching requires improvement because not enough is consistently expected of more-able pupils. Teachers sometimes miss opportunities to move these pupils on to harder work early in lessons.
- Teachers and adults who support individual pupils work together well. They make sure disabled pupils and those who have special educational needs gain the skills they need to work independently.
- Evidence taken from pupils' past and present work provides a very clear picture of why teaching is good. Even in classes disrupted by staffing changes, there has been a marked improvement in the quality and quantity of work during the spring and summer terms. Some of this work is of high quality and shows why older pupils have made good progress during a very unsettled period.
- Most work is carefully marked, although the quality of marking in English is better than in mathematics. Some teachers do not let pupils know what they need to do to reach the next step in their learning because marking often focuses solely on how well pupils have done in a particular lesson.

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

- Pupils are very positive about their work and this makes a strong contribution towards their good spiritual, moral, social and cultural development. Nearly all pupils behave well around school and in lessons. Occasionally a few boys do not apply themselves as well as they could.
- The headteacher and staff have successfully created a friendly, welcoming school where pupils and staff feel valued. Adults and pupils get along well together and relationships are strong.
- Pupils and families show genuine appreciation for the help and support they receive. Most parents and carers speak highly of the school.
- Pupils are very proud of their school. They take advantage of the many opportunities on offer. In discussion, parents and pupils say that incidents of bullying are very rare and that they are dealt with swiftly and effectively. Pupils are well informed about how to stay safe, including when using computers and the internet.

- Older pupils care a great deal about younger ones. Play leaders in Years 5 and 6 supervise Key Stage 1 pupils in order to make sure playtimes are harmonious social occasions.
- The school keeps a careful check on pupils' attendance. It is well above average and pupils are very punctual.

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

- The key to the school's good leadership and management lies in the fact that the headteacher and deputy headteacher have been particularly successful in helping pupils in Key Stage 2 to raise their performance. They have moved the school forward significantly despite having to manage considerable staffing difficulties.
- All staff are committed to seeking improvement. Teachers say they are well supported in their roles, particularly by the headteacher and deputy headteacher. Other senior leaders also offer good support in order to help colleagues improve.
- Current systems for assessing pupils' achievement are of high quality and ensure that the school can plan for improvement with greater precision. The deputy headteacher oversees this aspect very well and her tenacity means that teachers are now fully accountable for the standards pupils achieve.
- The checks carried out by senior leaders on the quality of teaching are thorough and give an accurate view of its quality. The headteacher uses them well to improve the performance of adults working in the school and high expectations are set. They have contributed to a rise in the quality of teaching since the previous inspection.
- Pupils' workbooks celebrate the rich and diverse range of subjects and topics taught. Some of this work is of very high quality. Pupils have many enjoyable learning experiences and these contribute well to their good personal development. The school holds many awards for its work. Creative arts feature strongly and regular visits and visitors greatly enhance pupils' enjoyment.
- Senior leaders forge strong links with parents and partner institutions. There are numerous examples of meetings and evening events, such as the recent literacy meeting, for parents to attend. Parents are regarded as a very important part of the school's work.
- The school values pupils as individuals and provides well-targeted additional support so that those at risk of not doing well have an equal opportunity to succeed.
- The local authority adviser knows the school well and reviews its work at regular intervals. He provides additional training opportunities for staff when requested and works alongside staff when required.
- **The governance of the school:**
  - The governing body is well-organised and highly supportive of the school. It is well informed and plays an active role in school improvement. Governors know what is working well and what needs to be done to bring about improvement. They make sure that the school meets all statutory safeguarding and other requirements. Governors keep up -to-date with, for example, safeguarding training. This year they have used pupil premium funding well to provide, for example, additional mentoring support for individual pupils. This has benefited the whole school community because these pupils have more positive attitudes towards their learning.

- The governing body works closely with leaders to make sure that teachers are not rewarded unless they are successful in helping pupils to make at least good progress. Governors visit the school regularly and work alongside staff. They are developing more opportunities to gain first-hand evidence of pupils' achievement, and how it compares with other schools, in order to know whether the school is doing well enough.

## 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> | 123441             |
| <b>Local authority</b>         | Telford and Wrekin |
| <b>Inspection number</b>       | 412147             |

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>                 | 3–11                 |
| <b>Gender of pupils</b>                    | Mixed                |
| <b>Number of pupils on the school roll</b> | 380                  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair</b>                               | Andrew Maybury       |
| <b>Headteacher</b>                         | Bromley Jones        |
| <b>Date of previous school inspection</b>  | 19 January 2009      |
| <b>Telephone number</b>                    | 01952 386986         |
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