

Inspection of John Randall Primary School

Queen Street, Madeley, Telford, Shropshire TF7 4DS

Inspection dates: 5 and 6 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders are ambitious for all pupils at John Randall Primary School. They understand the school motto, 'be ready, be respectful, be safe.' Pupils enjoy coming to school and feel safe there. However, a small number of pupils do not attend as regularly as they should.

Leaders ensure that pupils achieve well academically and personally. Pupils enjoy reading, and it is well taught. A range of activities allow pupils to develop their wider interests. For example, pupils deepen their knowledge of Florence Nightingale's life by visiting Attingham Park. Older pupils enjoy residential visits to Cannock Chase and Wales.

Leaders have high expectations of pupils' behaviour. Pupils are well-behaved and concentrate on their learning during lessons. At social times pupils are kind to one another. Incidents of poor behaviour or bullying are rare. Pupils are confident that leaders will resolve any bullying issues. Parents are positive about the education their children receive.

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

Leaders have adopted an ambitious curriculum in most subjects. However, in a few subjects the curriculum is not carefully sequenced which means that pupils are unable to build up knowledge over time. Leaders make sure that staff are well trained to identify pupils' different needs. Staff provide effective support for pupils with special educational needs and/or disabilities (SEND). They access the same curriculum as other pupils in school. As a result, pupils with SEND learn well.

In the main, leaders make sure that staff know what they need to teach and how to teach it. Teachers want pupils to do well. However, they do not always check on pupils' learning during lessons or recap on prior learning to help pupils remember things they should. This means that sometimes pupils do not deepen their learning as well as they could because there are gaps in their knowledge.

Leaders prioritise reading. They make sure that staff are well trained. As a result, phonics is well taught. Leaders have ensured that teachers have a good range of books and resources to support the teaching of reading. Reading books closely match the sounds that pupils are learning. Pupils read regularly throughout the school day. Effective support is provided quickly to any pupil who struggles with their reading. Older pupils 'book buddy' with younger children.

Children in the early years are happy and confident. They settle well because staff work with parents to build effective daily routines. Children learn to manage their personal hygiene including caring for their teeth. Children build positive relationships

with each other and with adults. They enjoy joining in with stories, songs and rhymes. They learn about numbers by singing songs and counting objects.

Leaders provide a rich set of varied experiences to promote pupils' personal development. Pupils develop an age-appropriate understanding of positive, respectful and healthy relationships. Opportunities such as, the 'children's safeguarding board' and school council allow pupils to take on responsibilities in school. In doing so, they develop an understanding of democracy and children's rights. Pupils develop their talents and interests through activities such as mindfulness, 'Lego express,' French club and cricket club. Leaders do not yet monitor the uptake of these wider opportunities to make sure that all pupils, especially those who are disadvantaged, benefit from them.

The school rules help pupils to understand right and wrong and how to keep themselves and others safe. Workshops run by the police inform pupils about safety in the community and making safe choices. Opportunities to learn about other cultures and religions help pupils to recognise and respect others' differences. For example, pupils enjoy learning about festivals such as Diwali and Chinese New Year. During Black History Month they paint pictures to communicate their understanding of the Windrush. Pupils are proud of plates they painted in the style of John Randall at Coalport China. They enjoy fundraising for chosen charities. In all, pupils are well prepared for life in modern Britain.

Senior leaders, including governors, know what the school does well and they identify the right priorities for improvement. The local authority has worked with leaders in the school to strengthen governance. New governors receive the training they need, and this helps them to be effective in their roles. Together, leaders work well as a team and make regular checks on the work of the school. Staff are positive about the support they get from leaders to manage their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' welfare. They ensure that staff are well trained. This means that staff understand how to keep children safe. Staff record and report any safeguarding concerns, such as domestic abuse and neglect, swiftly. Leaders work closely with external agencies so that children in need of help get timely and effective support.

Pupils learn about online safety and healthy relationships. They know how to raise concerns with trusted adults in school and when out and about in the local community.

Leaders make sure that appropriate checks on staff are undertaken before they start working at John Randall Primary School.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school regularly enough. This means that gaps emerge in their knowledge and they fall behind in their learning. Leaders should take further steps to work with these pupils and their families to improve attendance.
- Teachers do not consistently check on pupils' learning during lessons and when recalling prior learning. This means that pupils do not deepen their learning as well as they should. Leaders should ensure that subject leaders use assessment more appropriately to identify and address gaps in pupils' knowledge.
- The curriculum is not fully sequenced in a few subjects, such as science and art. Staff do not have the expertise they need to teach these subjects effectively. As a result, pupils do not know and remember as much as they should because they are not able to build on their knowledge over time. Leaders should ensure that the curriculum is sequenced to help pupils know and remember more and ensure staff have the training, support and guidance they need to teach these subjects effectively.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	123445
Local authority	Telford & Wrekin
Inspection number	10227367
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	236
Appropriate authority	The governing body
Chair of governing body	Carol Cooke
Headteacher	Stephanie Dowley
Website	www.johnrandallprimary.co.uk
Date of previous inspection	26 and 27 June 2018, under section 5 of the Education Act 2005

Information about this school

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in geography, mathematics, reading and science. These included visiting lessons, looking at pupils' work, examining the curriculum and talking with pupils and staff. They also looked at work from a sample of other subjects.
- Inspectors listened to pupils read and reviewed reading resources.
- The lead inspector looked at a range of documentation on the school's website.
- Inspectors reviewed the school's safeguarding arrangements. This included examining the record of employment checks on school staff.

- Inspectors observed pupils' behaviour in lessons and at other times during the day.
- During the inspection, inspectors had formal meetings with the headteacher, the deputy headteacher, assistant headteacher. They also met with subject leaders, the special educational needs and disabilities coordinator, the designated safeguarding lead, the early years leader, representatives of the governing body and representatives from the local authority.
- Inspectors took account of responses to Ofsted's online survey, Parent View, the pupils' survey and the staff survey.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

John Rowe

Ofsted Inspector

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