

# Inspection of Randwick Church of England Primary School

The Lane, Randwick, Stroud, Gloucestershire GL6 6HL

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Inspection dates:	4 and 5 March 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

## **What is it like to attend this school?**

Pupils are enthusiastic learners. They relish opportunities to talk about big ideas and explore interesting questions. The school develops pupils' ability to reflect on their values and behaviours. For example, it celebrates when pupils demonstrate 'secrets to success', such as being friendly and respectful. This work strengthens pupils' personal characteristics and moral understanding.

The school has high expectations of pupils' behaviour and achievement. Pupils live up to these. They have positive attitudes to learning and are keen to share the knowledge they have gained. Older pupils talk in detail about their recent topic of Antarctica, for example. Children in the Reception Year explain confidently what makes a healthy snack.

Pupils develop their resilience through a range of carefully considered opportunities. For instance, older pupils recently participated in a singing competition. This improved their confidence and teamworking skills. Younger children are keen to practise their reading. Their success reinforces to them that perseverance pays off.

Pupils benefit from many extra-curricular activities. There are clubs for computing, philosophy and crafts. Residential visits build pupils' independence. Pupils participate in sporting and musical events and competitions. These experiences develop pupils' talents, interests and wider skills. The school makes sure there are no barriers to pupils making good use of any opportunity.

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

The school has high expectations of pupils' achievement. Pupils live up to these. They develop their knowledge and skills well in most subjects. For example, pupils use their understanding of number gained in the Reception Year when they go on to solve mathematical problems later. In most subjects, the school has now ordered the curriculum logically. However, in some subjects, the school does not have a sharp focus on the vocabulary that children gain in the Reception Year. This limits their foundations for learning in key stage 1 and 2.

In subjects where the curriculum is well developed, teaching presents new knowledge and skills clearly. Pupils discuss new ideas eagerly, and teachers quickly pick up and address any misconceptions. However, there is not strong subject knowledge in all teaching. Consequently, teaching does not always adapt work to take account of pupils' starting points. Some activities do not deepen pupils' knowledge or understanding sufficiently.

Children start learning to read as soon as they join the Reception Year. Teaching develops their enjoyment of stories and rhymes. As a result, they are keen to start reading for themselves. Pupils build their phonics knowledge step by step. They apply these sounds to carefully matched books. This enables pupils to read accurately and with growing fluency. Any pupil who needs extra help gets the support they need.

Pupils with special educational needs and/or disabilities (SEND) develop their confidence and independence. The school identifies their needs accurately and provides useful information to teachers. For most pupils with SEND, the school makes suitable curriculum adaptations. These usually have a positive impact on how well they access the ambitious curriculum.

Pupils attend school well. The school keeps a watchful eye on any patterns in pupils' absence. It works with families effectively to improve pupils' attendance when necessary.

Pupils benefit from a strong personal development programme. Starting in the Reception Year, pupils learn to talk about their emotions. They develop an understanding of how to act with empathy towards others. For example, pupils invite others to play with them if they look like they need some company. The school's approaches, such as the 'emotion box' and 'restorative circles', provide meaningful opportunities for pupils to explore their feelings and learn about healthy relationships.

Pupils learn how to keep themselves mentally and physically healthy. They understand the importance of keeping themselves safe off and online. Children, of all ages, are comfortable sharing any worries with staff. They know that staff will be kind and take action to help them. This reflects the strong and positive relationships that adults build with pupils.

The school provides many opportunities for pupils to take on responsibilities. Older children are proud to be 'buddies' for children in the Reception Year. They help them play at breaktimes and listen to them read, for example. Pupils learn about democracy by voting for the school council and for anti-bullying ambassadors. Those selected take their roles seriously. They promote important ideas such as treating everyone respectfully, regardless of their differences.

Governors have a strong understanding of their role to provide support and challenge. They hold leaders to account and ensure that resources are well managed. Governors and leaders know that staff professional development is crucial to enhance the impact of the curriculum. Training has already made a positive difference to the quality of education. The school has an accurate view of its strengths and areas for improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, the school is still defining precisely what pupils will learn and when. Consequently, pupils do not build their knowledge cumulatively in every subject. The

school should set out exactly the knowledge and skills pupils will gain in the subjects still under development.

- The school does always ensure that pupils' work is adapted well to build from their starting points. Consequently, they do not always deepen their knowledge and understanding. The school should ensure that pupils' work and activities are tailored to their starting points so that they deepen their knowledge in every subject.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	115645
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10344513
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	88
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Simon Eddy
<b>Headteacher</b>	Kathryn Wilson
<b>Website</b>	<a href="http://www.randwickschool.org">www.randwickschool.org</a>
<b>Date of previous inspection</b>	17 June 2013

## Information about this school

- The school is a Church of England voluntary-aided school in the Diocese of Gloucester. It received its last section 48 inspection in October 2019.
- The headteacher took up the position in September 2023.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and senior teacher, the special educational needs coordinator and subject leaders. An inspector held discussions with two governors and representatives from the local authority and diocese.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils and looked at samples of pupils' work. An inspector listened to a sample of pupils reading to a familiar adult.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors analysed school documentation, including leaders' evaluations and plans for improvement. Inspectors scrutinised a range of policies and procedures, including those that relate to the curriculum, SEND, safeguarding and behaviour.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted Parent View and parents' free-text comments. An inspector met with some parents at the beginning and end of the school day.
- Inspectors spoke with staff to gather their views about the school and evaluated their responses to Ofsted's staff survey

### **Inspection team**

James Oldham, lead inspector

His Majesty's Inspector

Neil Lankester

Ofsted Inspector

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