



# Randwick Church of England Primary School

Inspection Report

**Unique Reference Number** 115645  
**LEA** Gloucestershire  
**Inspection number** 279643  
**Inspection dates** 18 October 2005 to 18 October 2005  
**Reporting inspector** Alwyne Jolly RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	The Lane
<b>School category</b>	Community		Randwick
<b>Age range of pupils</b>	4 to 11		Stroud, Gloucestershire GL6 6HL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01453 762773
<b>Number on roll</b>	78	<b>Fax number</b>	01453 762773
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	12 June 2000	<b>Headteacher</b>	Mrs Fiona Montacute

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 18 October 2005 - 18 October 2005	<b>Inspection number</b> 279643
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## Introduction

The inspection was carried out by two inspectors.

## Description of the school

Randwick Primary School is a very small village school in Gloucestershire. It provides education in three mixed aged classes for pupils who mainly live in the village and come from generally favourable socio-economic backgrounds. The percentage of pupils eligible for free school meals is below average. There are no pupils from homes in which English is not the first language spoken. The proportion of pupils with special educational needs is broadly average. Attainment on entry to the Reception class is above average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school believes itself to be good and the inspection team agree. Parents and carers are justifiably pleased with the education the school provides. Standards are consistently above average but the small and variable size of different year groups means that results have to be viewed with caution. So, although in Year 6 standards are currently average, previous Year 6 test results have been above or well above average.

Standards on entry to Reception are above average and are currently well above average by the start of Year 1. Provision is good for children in the Foundation Stage and their classroom is well organised, although the lack of an accessible outside area is a limitation. Pupils of all ages and abilities, both boys and girls, achieve well as a result of good teaching. On rare occasions the pace of the teaching is too slow. Otherwise pupils gain considerable enjoyment from their lessons and are very enthusiastic learners. The school is generally successful in meeting their widely varying needs and learning styles but recognises the need to develop a richer and broader curriculum.

The pupils' behaviour is consistently good, reflecting a major improvement since the last inspection. They have excellent guidance on how to adopt healthy eating lifestyles and are well cared for and supported.

The leadership and management of the school are good. The headteacher has a very strong sense of purpose and her analysis of the school's future needs is astute. The school has a thorough development plan but its actions are not placed according to their priority in order to raise standards further. The governors support the school well and have good systems to monitor provision. The school has responded very well to the issues arising from the last inspection and is well placed to continue on its successful path. The school provides good value for money.

Grade: 2

### What the school should do to improve further

- Revise the school development plan so that actions are given priorities related to improving standards further
- Ensure the teaching of all lessons proceed at sufficient pace to engage fully pupils' enthusiasm for learning.

## Achievement and standards

### Grade: 2

The small and varying sizes of different year groups mean that results fluctuate more and are less reliable than in most schools. However, the trend for the last five years has followed the national pattern. Results have remained above average in the Year 2 national reading, writing and mathematics tests and in the Year 6 national tests in English, mathematics and science. Children joining the school in the Reception class are generally working at levels above those expected for their age. They make good progress in Reception so that pupils who are currently in Year 1 are working at levels

well above those expected for their age. In contrast, the current standards in the work seen in Year 6 are broadly average. This difference is explained by the larger proportion of pupils with special educational needs. The school sets challenging targets for pupils which are related well to each individual's prior attainment. The indication from results over the long term and from pupils' work is that pupils of all abilities make good progress towards those targets and achieve well.

Grade: 2

## **Personal development and well-being**

**Grade: 2**

Pupils' personal development is good. They make good progress in developing spiritual, moral, social and cultural understanding. This is because the school makes good provision for all these areas. Pupils have enjoyed some very interesting cultural projects. These have included work in collaboration with local artists, based on Aboriginal art. Pupils are developing a sound understanding of different world cultures, with the school planning this year to increase opportunities to develop their awareness of the wide range of cultural traditions represented in Great Britain today. Attendance levels are outstanding and pupils' enjoyment of their learning is striking. They have very positive attitudes to all that the school has to offer and are particularly fond of their teachers and their friends and the view from the school grounds. Behaviour is good, both in lessons and at playtimes. Younger and older pupils get on very well with each other. The Healthy Schools national award is a clear recognition of the excellent progress pupils are making to adopt healthy lifestyles. They are conscious of the need to stay safe and move about the building sensibly. Pupils take on responsibility in school through the school council and monitoring duties. They enjoy the many good links with the local community. Pupils are developing skills, especially in relation to collaborating with each other, which will equip them effectively for the world of work.

Grade: 2

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

The teaching and learning in the Foundation Stage are consistently good. Teaching and learning are also good throughout Years 1 to 6. There are very good relationships between the teachers and pupils and lessons are characterised by flair and imagination. Each pupil is recognised as having individual needs and is known very well. Parents are pleased with the teaching and positive about the difference it has made to their children. They also appreciate the guidance given by learning support assistants, particularly in Reception. Pupils are very enthusiastic learners and enjoy their lessons.

The three classes all contain pupils from more than one year group, which makes teaching challenging. Great efforts are made to target the learning needs of different

ages and abilities. However, occasionally the lessons proceed too slowly so that a few pupils' learning is not extended sufficiently.

The school has good procedures to track pupils' progress in English and mathematics. These are continually being refined and developed. Staff have a very clear view of individual pupils' progress and use this information to plan for the future. Pupils are given helpful guidance on what they need to do to improve, with the staff working to develop this feedback to move pupils on even further. The assessment of pupils' work in other subjects is satisfactory, with the school planning further improvements this year.

Grade: 2

## **Curriculum and other activities**

**Grade: 2**

The school has a good, balanced curriculum, which it is aiming to make even broader and richer by responding imaginatively to the national agenda for 'Excellence and Enjoyment' in the primary years. The key skills of literacy and numeracy are given full emphasis and there are more opportunities for extended writing across the curriculum in response to the criticisms of the last report. Statutory requirements are met fully and the school makes good use of its outstanding location. There is a wide range of lunchtime and after-school clubs. The school's Artsmark Gold Award is an indication of the high quality provision for art, music and dance.

Grade: 2

## **Care, guidance and support**

**Grade: 2**

The school provides good care, guidance and support for pupils. Staff know the pupils well and, in the warm family atmosphere, pupils feel understood and valued. Good steps are taken to make sure that pupils are safe at school. Child protection procedures are closely followed and risk assessments are undertaken regularly. Staff take care to promote healthy practices and pupils are encouraged to drink water, take exercise and participate in 'Brain Gym' activities during the day. Staff provide good support and guidance to help pupils to develop as well-rounded people. Pupils are given clear information about their academic progress and good provision is made to support pupils who need extra help. Pupils are encouraged to behave well and work hard, with 'Stars of the Week' and 'Golden Awards' given to those pupils who make a special effort.

Grade: 2

## Leadership and management

### Grade: 2

The headteacher is a good leader who has driven the school in a very positive direction since the last report. Her far-sightedness and astute judgement have ensured that necessary improvements have been made. She has promoted a high quality of care and education. The award of the 'Investors in People' status on three separate occasions is recognition of how well staff are managed. There are good arrangements to foster equal opportunities so that learners are not discriminated against and achieve as well as they can. Resources are deployed efficiently and the headteacher is very successful at raising funds for initiatives, which has greatly helped the school to move forward. The school has made good use of the support given by parents to enhance pupils' learning. The school development plan is a thorough analytical document, although actions are not placed in order of priority.

The governors meet regularly. After lesson observation and discussions, the link governors and subject leaders present monitoring reports annually in English, mathematics and science and every two years in other subjects. This enables the governing body to be well informed when discussing strategies to raise standards further.

The school's effective self-evaluation has been based on a thorough monitoring of performance which has led to clear improvements. It has responded very positively to criticisms in the last report. This has ensured that pupils continue to achieve well and make good progress in their personal development and well-being. The school is well placed to sustain this and improve further.

Grade:2

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Randwick C of E Primary School The Lane Randwick Stroud Gloucestershire GL6 6HL

18 October 2005

Dear Pupils

Thank you for helping us when we visited your school. We enjoyed talking to you and looking at your work. We loved the wonderful view too! We are pleased that you enjoy school so much and we think that you are getting on well. You are right to be proud of your school. We also think it is a good school.

These are the things that we are most pleased about:

You are enthusiastic about learning and make good progress.

Your teachers set you interesting work and help you in lessons.

You are learning healthy ways of living.

Your headteacher runs the school well with good help from the staff and governors.

We have asked the teachers and governors to continue their good work to make the school even better and have suggested that:

They always put improvements in your progress at the top of their plans.

They plan even more topics because you are so enthusiastic about learning.

We hope you continue to enjoy your lessons.

Yours sincerely

Mr A C Jolly Lead inspector